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ABSTRACT

The newsletter "Hoosier Heritage," produced monthly during the school year, was inaugurated as part of Hoosier Celebration '88, a planned statewide community-by-community celebration of Indiana's past and its potential for the future. A primary goal of "Hoosier Heritage" is to encourage public and private sector partnerships that celebrate a community's heritage and encourage planning for the future. "Hoosier Heritage" supports this effort by publishing information from and about Indiana schools and communities which can be utilized by educators and by encouraging the integration of Indiana topics into the curricula. To help accomplish this goal, the journal highlights existing heritage programs, projects, and materials which can be utilized for community studies throughout the state. Specific articles on archaeology, natural resources management, conservation, the Northwest Ordinance and the U.S. Constitution, historic preservation, the importance of foreign languages, and local heritage projects are included. A column, "Investigating our Hoosier Inheritance," appears in each issue and covers such topics as Indiana ethnic groups, historic architecture, folklore, history, and the study of community resources. Sample lesson plans suggest methods for teaching these subjects in the classroom. (JHP)

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HOOSIER HERITAGE:

PAST, PRESENT, FUTURE

Number 1-8

January-December 1986

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Number 1, January 1986

Hoosier Heritage

PAST ◆ PRESENT ◆ FUTURE

WELCOME!

Hoosier Heritage has been inaugurated as part of Hoosier Celebration '88. "Indiana schools will play a key role in Hoosier Celebration '88," asserts Governor Robert D. Orr. "It is through the schools we can best develop an understanding and appreciation of our heritage, even as we give our young people the knowledge and skills necessary for them to deal effectively and responsively with the challenges that lie ahead."

The overall goal of the newsletter is to encourage the integration of our Hoosier inheritance — past, present, and future — into the curriculum and to provide materials to accomplish that goal. In conjunction with Phase I of Hoosier Celebration '88, the newsletter series will spotlight existing heritage programs, projects, and materials that can serve as models or resources for community studies throughout the state.

For example, the Indiana Junior Historical Society restored the Goddard School in Rush County, and students provided documentation by interviewing people in the area who had attended the one-room school. Students in Connersville have used old and new photographs to create a slide show that has heightened local pride. Classes in various areas have developed town tours that document the past and have enhanced the tourism potential in their areas. Several teachers use features of their towns to teach mapping skills and an appreciation of the town. The Lafayette School Corporation has devised an interdisciplinary unit on trees—and the local environment is a major focus. *Art Smart: Indiana* from the Greater Lafayette Museum of Art uses the study of Indiana art and artists to enhance Indiana studies. The list could go on and on.

Each issue will also contain a community studies "how to" section, designed to be collected into a reference manual. These sections will focus on a topic, technique or facet of community studies each month and provide reproducible student materials along with suggested activities, background information, and references.

Hoosier Heritage is being produced monthly during the school year by the Indiana Department of Education and the Indiana Historical Bureau. It is being broadly distributed to all schools, local resource organizations, and statewide educational and heritage groups.

HC '88

What is it?

Hoosier Celebration '88 is a statewide effort of Hoosiers, community by community, each in its own way, to celebrate the richness of Indiana's past and the bright potential of its future.

It is a concept that was unveiled by Governor Bob Orr on January 14, 1985, during his second term inaugural address in the rotunda of the State House.

As Governor Orr said in his inaugural speech: "*Hoosier Celebration '88* will be a celebration of our heritage *and*, most of all, our potential. It will be a unique event in each Hoosier city and town, but a celebration common to us all."

How does it work?

It is a four phase program that culminates in 1988.

1985/86	Phase One—getting ready by rediscovering the richness of our past.
1986	Phase Two—getting involved by organizing a project or projects that symbolizes the uniqueness of your community while improving the quality of life in your community for its future.
1987	Phase Three—getting excited by completing the project or projects for your community.
1988	Phase Four—getting together by inviting anybody whoever lived, worked or went to school here back again for a homecoming celebration—a Hoosier Homecoming. Share the pride, show off the improvements and celebrate the potential and vision of your community.

Investigating Our Hoosier Inheritance

Investigating Our Hoosier Inheritance has been selected as the title for the community studies "how to" section of *Hoosier Heritage*.

As the word inheritance can imply, the richness of our past and present knowledge can help us attain the tools and the vision to build for the future—perpetuating and increasing our inheritance as a legacy for future Hoosiers.

Much of the promise for the future rests with our young people, who are now in the educational system of our state, working with the present custodians of our Hoosier inheritance. The custodians are of many types—our teachers, our family members, senior citizens who have experienced revolutionary changes during the twentieth century, librarians, museum curators, local historians, and the officials who govern our towns.

The Hoosier inheritance is a composite of many elements. *Investigating Our Hoosier Inheritance* will be thematically organized to present topics and methods important to documenting, collecting, presenting, using, and building upon these elements. Among the themes being developed are oral history, family genealogy, architectural studies, town tours and festivals, diverse cultural contributions, local folklore, museums as resources, collecting local history, the present as history, generating community visions for the future, people as resources, the arts and heritage studies, history in newspapers, and documents and photographs as resources.

Each investigation will focus on a specific aspect of a theme and present suggested activities, background information, references, and reproducible materials for classroom use. These investigations will accumulate into a manual that can be used by educators at a ny level and in a variety of ways.

The investigations will draw from many resources, but one essential element will be input from those who have been working with community studies. The products of students and educators working in this area are the best evidence of how much can be accomplished—regardless of the conditions or circumstances. (See the article elsewhere in this issue about contributing materials.)

The first investigation logically is an introduction to community and heritage studies. Other materials in *Hoosier Heritage* Number 1 enlarge upon that focus. *Hoosier Heritage* Number 2 in February will focus on the method of oral history. Topics for the rest of the year will be using documents in March, architecture in April, and folklore in May.

Planning for Local Heritage Projects–Teachers

Because a heritage project often demands a great deal of student time and effort, students need to become committed to the execution of the project. This type of commitment must ultimately come from the student, but the teacher can influence this commitment through reward systems and allotting class time and effort to the launching of the project.

- Teachers need to generate a comprehensive list of suggested topics. This will help to eliminate some of the frustration that students feel when first confronted with such projects. Students should be encouraged to suggest additional projects or ideas that they would like to pursue.
- Teachers need to know what is available within their community. A student handout that lists community resources would be highly desirable and helpful to students.
- Students benefit greatly from examples of other students' work. A discussion of what others have done, as well as a discussion of the pitfalls of working on local heritage projects is most beneficial to students.
- To help motivate, students and teachers should discuss what will be done with the final product. Planning for student displays, presentations to other classes or parent groups, or participation in a History Day contest are ways to give additional incentive.

Perhaps the most important benefit that students receive from working on local heritage projects is the experience of being a researcher. The skills that they develop may be applied to all other aspects of their school work and will even help them become more competent in the adult world.

- A heritage project is an ideal way to train students in the use of the library. Skills include locating materials, use of periodicals and reference works, etc.
- Students must prepare for project work by developing a variety of writing skills, such as outlining, note taking, writing thesis statements, concluding and summarizing, and interpreting a variety of different types of information.
- In learning to organize their project work, students will learn how to order their priorities, sequence which steps should be completed first, and learn how to plan for deadlines. These skills will also transfer to all other types of course work and help them become more competent throughout life.
- Students must learn the uses of different types of historical evidence and data and learn to understand the differences between primary and secondary sources.

Teachers also need to establish guidelines for the form and quality of the final product.

From Thomas L. Dynneson, West Texas Council for the Social Studies, "Planning Local History Projects for Elementary and Secondary Students," in Mid-South Humanities Project Workshop Manual.

INVESTIGATING Our Hoosier INHERITANCE

Number 1, January 1986

Community study as a classroom tool has become both popular and acceptable over the last decade throughout the United States. The Foxfire project of Eliot Wigginton in Rabun Gap, Georgia, has become a legend. There are other teachers, individuals, and groups in this country who have produced materials from solid, continuing programs of community studies in and for the classroom.

The materials included in this issue of *Hoosier Heritage* are drawn from several of the best of these programs. These materials have been selected to provide any teacher with the framework for approaching the local community as a classroom resource and for introducing the community as a resource to his or her students.

As future issues of *Hoosier Heritage* will clearly demonstrate, community study can be successful at all grade levels — elementary through secondary and on into college. In addition, although community study generally is centered around the social studies and language arts, the community can be a resource for any subject area in the curriculum. It is especially valuable for interdisciplinary work.

Planning is crucial to the success of community study programs. In Indiana the model for planning is readily available in the Arts in Education program. A handbook, *Building Bridges Between Schools & Communities: Using the Arts in Education*, is available in all Indiana public libraries. Workshops and symposiums are regularly scheduled to introduce the planning process and resources.

Future numbers of *Investigating Our Hoosier Inheritance* will present further tools and resources for community study. The best resources, however, are all around us; we just need to locate them.

Some Sources

- *Using Local History in the Classroom*, Fay D. Metcalf and Matthew T. Downey, American Association for State and Local History, 1982. The experiences of two Boulder, Colorado, teachers.
- "a program planning process for school-community involvement," *the community as a resource: program planning for the elementary school*, Indiana Department of Public Instruction, 1976. Reprinted in *Building Bridges Between Schools & Communities Handbook*. Includes assessing needs, identifying resources, and integrating resources into existing programs; has worksheet models.

Introduction to Your Community

1. Obtain a map of your community from the agency of government concerned with planning.

2. Trace only the outline of your community's boundaries and major transportation arteries on a ditto. Or using an appropriate scale (to fill an 8 ½ x 11 sheet) draw your community's boundaries and major transportation arteries on a ditto. Run off enough copies for each student to have twelve community outlines.

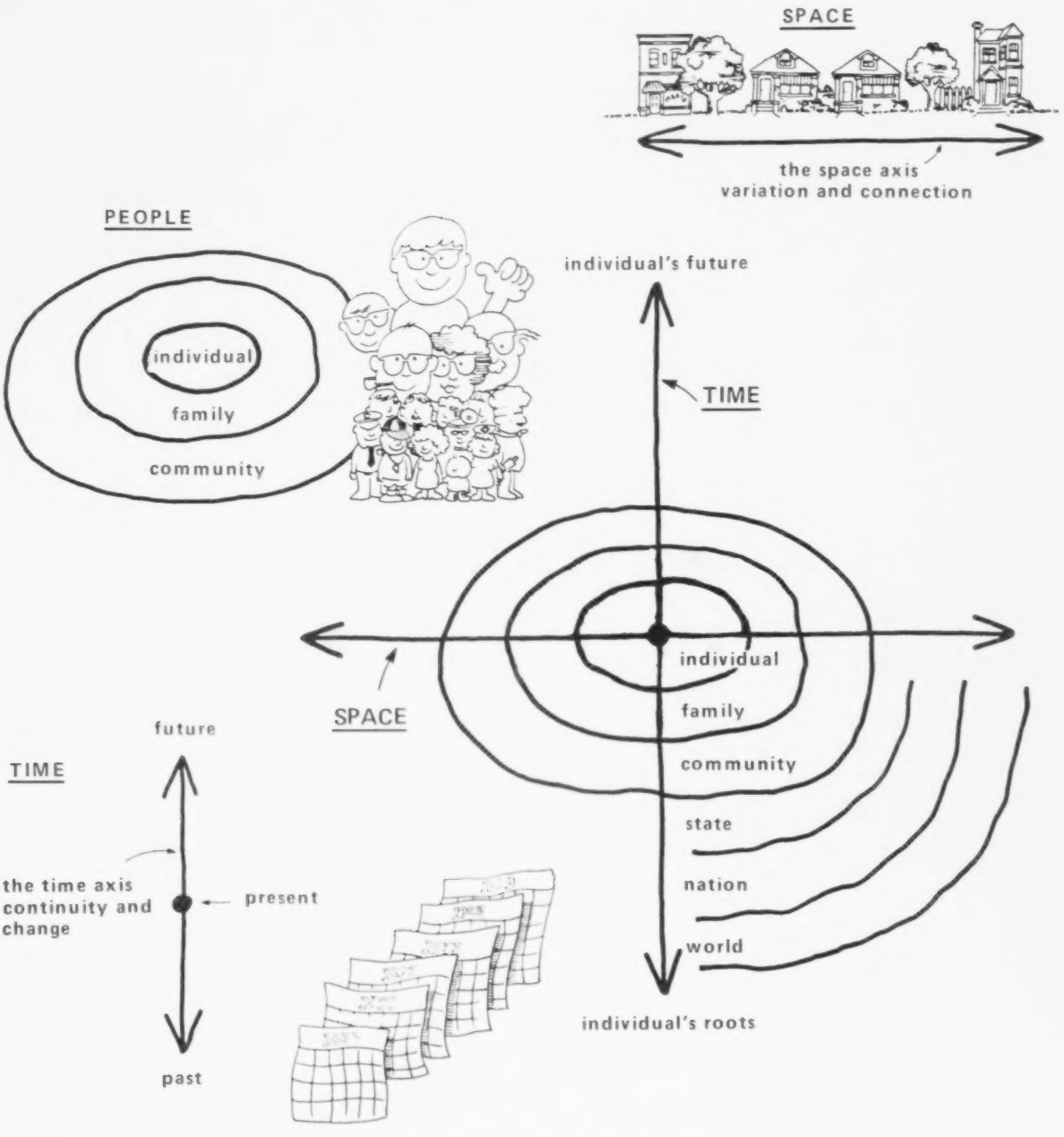
3. Assign groups of students to pinpoint the various community resources by placing symbols on the appropriate places on the map. Each group should be responsible for one category and should share its findings with the group so that the others can mark their maps and make additions and corrections. Categories include the following:
   - A. Police and fire stations
   - B. Schools and libraries (include colleges and universities)
   - C. Places of worship
   - D. Shopping centers or areas
   - E. Hospitals and/or medical buildings or centers
   - F. Entertainment centers (movie theaters, playhouses, amusement centers)
   - G. Transportation system (traffic movement into and out of the community, movement within community—cars, bicycles, walking, etc.)
   - H. Industry or commercial operations (beyond retail under "D")
   - I. Parks and recreational facilities
   - J. Governmental offices (services, including health and mental health facilities)
   - K. Financial institutions—banks, savings and loans, credit unions
   - L. Community resources—newspapers, organizations, landmarks, historical sites

4. Students can be asked to list also the needs and services for which they and their families go outside the immediate community.

5. With this packet of information students either as individuals, or in groups, can now begin to define specific projects. Whatever specific form projects may take, students will be learning to see their communities in new and different ways.

Adapted from materials produced by The Chicago Neighborhood History Project with major funding from the National Endowment for the Humanities.

Three Approaches to Community Studies
PEOPLE, SPACE, and TIME



Adapted from materials produced by The Chicago Neighborhood History Project with major funding from the National Endowment for the Humanities.

Hoosier Heritage, Investigating Our Hoosier Inheritance (Indiana Department of Education and Indiana Historical Bureau)

COMMUNITY RESOURCES

ARCHAEOLOGY	artifacts	site plans	foundations	etc.				
ARCHITECTURE	houses	churches	public buildings	businesses	ruins	sites	structures	etc.
CEMETERIES	stone cutters	names and dates	inscriptions	burial practices	etc.			
CHURCHES	membership rolls	history	architecture	minutes	etc.			
COURTHOUSE	deeds wills	marriage records	ledgers	estate settlements	city directories	tax records	etc.	
FAMILY HISTORY	albums	diaries	journals	letters	private collections	genealogy	etc.	
FOLK CRAFTS	quilting	spinning	blacksmithing	soap making	making molasses	etc.		
FOLKLORE	writers	tale spinners	legends	drama	medicine	etc.		
FOLK MUSIC	ballads	dances	instruments	songs	etc.			
HOSPITAL	medical records							
LIBRARIES	census records	business ledgers	histories	reference works	vertical files	special collections	etc.	
STATE LIBRARY & ARCHIVES	special collections	letters	government records	newspapers	etc.			
MAPS	geological survey maps	soil and conservation maps	waterways maps	insurance maps	etc.			
MUSEUMS	special collections	exhibits	etc.					
NEWSPAPERS	advertisements	news	photographs	editorials	etc.			
PEOPLE	oral history							
PRINTED WORKS	old books	magazines	etc.					
SCHOOLS	yearbooks	attendance records	school board minutes	term papers	etc.			
VISUAL MATERIALS	scrapbooks	photographs	lithographs	art	etc.			
MISCELLANEOUS RECORDS	military records	insurance records	fire records	railroad records	corporation records	etc.		

From Thomas L. Dynneson, "Planning Local History Projects for Elementary and Secondary Students," *Mid-South Humanities Project Workshop Manual*

Community History
Project Planning Form

Specific Topic _____

Qualifications of Topic (time, point of view, aspect, or limitations) _____

_____

Community (ies) Involved: City _____ Town or Village _____

Township _____ County _____ Metropolitan Area _____

RESOURCES TO BE CONSIDERED

Records and Documents:

Censuses _____ Letters _____

Diaries _____ Others _____

Books _____ Newspapers (local or neighborhood _____

Articles _____ _____

Buildings or Sites:

Residences _____ Public _____

Business _____ Landmarks _____

Industrial _____

Graphics:

Maps _____

Sketches or Paintings _____

Photographs _____

Films _____

Artifacts:

Machines _____

Tools _____

Furniture _____

Clothing _____

Oral History Interviews (person, location, role interview plays in your project): _____

_____

_____

_____

This model is merely a suggested format. Teachers and students should feel free to adapt this project sheet to their own particular needs.

Hoosier Heritage, Investigating Our Hoosier Inheritance **(Indiana Department of Education and Indiana Historical Bureau)**
Adapted from materials produced by The Chicago Neighborhood History Project with major funding from the National Endowment for the Humanities

The Community Unit

Communities in other times and places; communities of the future
Information: population income resources housing costs
Human Needs: Communications Transportation Recreation Health services Government Food services Energy needs Employment
THE COMMUNITY
Community as a theme in the arts: Film Photography Drama Music Dance
Communities in relation to environment: Climate Geography Building materials Ecology
Architecture: indoor and outdoor spaces
Public spaces and structures
Homes and private dwellings
Business and industry
Roadways bridges

Adapted from Jerome J. Hausman, "Curriculum Planning for the Arts," in Curriculum and Instruction in Arts and Aesthetic Education *(CEMREL, 1981), 192-193.*

Suggested Classroom Activities:

Our community: Pluses and minuses. Photograph or sketch different aspects of community life. What are the more beautiful aspects of the community? The more ugly parts? Mount the photographic prints or sketches as an exhibition.
Community sounds and movement. Record community sounds (machines, traffic, people), then edit into a composition. Plan creative movement expressive of community life (waking up, going to work, the noon hour). Integrate sound compositions and creative movements.
THE COMMUNITY
Community services. Study and discuss life support systems. How do people obtain their food, clothing, shelter?
People watching and sketching. Go to a bus station or shopping center to do drawings of people.
Imaginary community maps and models. Plan and construct a make-believe community. For a "community of the future," discuss what a community ought to be.
Neighborhood surveys. Take a neighborhood census. Plan a questionnaire and conduct interviews concerning interests, attitudes, and values.

Please add me to the mailing list for *Hoosier Heritage.*

Name _____

Address _____

School Corporation _____

Subject Area: _____ Grade Level _____

Comments: _____

_____

_____

_____

Please return to Evelyn Sayers, Indiana Department of Education, 229 State House, Indianapolis, IN 46204.

More About Hoosier Heritage

Hoosier Heritage is being distributed free throughout the state by the Department of Education and the Indiana Historical Bureau.

The mailing list has been developed to achieve broad coverage. Elementary school libraries and principals will receive copies. Junior high school copies will go to chairpersons in language arts, social studies, and arts. High school copies will go to chairpersons in language arts, social studies, arts, and business education. Public and college libraries, historical societies and museums, and members of the General Assembly will also receive copies.

In addition copies will be provided to more than 100 statewide organizations with related educational and heritage interests in order to promote use of the newsletter and generate contributions.

A subscription blank is provided to encourage interested individuals and organizations to request that they be added to the mailing list.

Hoosier Celebration '88

For more info. . .

. . .Call our toll-free number

1/800/982-4764,

or write to:

Hoosier Celebration '88
Room 206, State House
Indianapolis, IN 46204-9990

John Hammond, President & CEO
Rob Meyne, Executive Director

We Want Letters!

One goal of Hoosier Celebration '88 is to generate pride in the accomplishments of Hoosiers. *Hoosier Heritage* also has this as a goal for the educational community.

Educational institutions and organizations in Indiana have developed exciting community studies programs, projects, and materials, many of which have received little notice. *Hoosier Heritage* will spotlight such accomplishments especially in conjunction with the monthly thematic emphases.

Readers are encouraged to send descriptions of educational projects that have been developed about a community or a facet of the community. Materials for reference use or deposit, visuals for reproduction, worksheets, etc. are welcome. Space may preclude use of everything, but items deposited will be available for public use.

Send contributions of materials to Evelyn M. Sayers, *Hoosier Heritage*, Indiana Department of Education, Room 229 State House, Indianapolis, Indiana 46204.

HC '88 Leadership Roles

Governor Robert D. Orr is seeking out strong, goal-oriented community leaders to advise him on Hoosier Celebration '88 and local issues in general.

By executive order, he will appoint a bi-partisan commission to involve Indiana's top citizen leadership in giving visibility and direction to the statewide Celebration effort.

In addition, the governor will appoint a council of the top "up and coming" young leaders of Indiana's communities to explore the facts about statewide issues, challenges, and problems and to discuss how best to address these concerns, community by community.

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204

Number 2, February 1986

Hoosier Heritage

PAST ◆ PRESENT ◆ FUTURE

Your Hoosier Community

By George W. Geib

Life starts as a local story. Its record begins in our family and community and only gradually finds itself drawn into the larger issues of state, nation, and world. Historical study often reverses that sequence, and in extreme cases it may relegate the local record to a few sentences and footnotes in the back of the book. Here in the Midwest, however, we've been fortunate to see a dramatic revival of interest in local peoples and places, adding exciting new dimensions to our understanding of our past and its influence in our present.

Many paths are open to us today as we approach any local community. Whether our focus is on families, buildings, artifacts, landscapes, institutions, behaviors, ideals, or voluntary associations, we have ever greater ability to seek the shape and meaning of our Hoosier communities—and to express those shapes and meanings to a new generation of students. Invite a student or public audience to join you, and you'll find any Indiana locality offers fertile ground for study.

If you're a town dweller, for example, try starting your inquiry by exploring the street plan of your community, whether you do so with maps or by actual on-site visits. From its founding to the present day, every Indiana city and town has left a record of its purposes and visions in the patterns it has imposed on the land.

Start your inquiry with the founder's plan. If it dates from the nineteenth century, there's a good chance it's a simple gridiron, although a few places such as Jeffersonville and Indianapolis will offer interesting alternatives. That's your old "walking city"—planned for residents who had little need of, and often little access to, public transportation. Homes, stores, and factories intermingled with one another, inviting the whole community to work together for growth and achievement.

The advent of public transportation, often by trolley or train, began to extend long, narrow belts of housing outward, commonly creating separate neighborhoods for separate groups. Then, with the coming of the automobile, that spiderweb filled in with broader streets and wider lots to accommodate new cars and garages. Notice

Continued on page 7

HC '88

Some Thoughts about Hoosier Celebration '88

Because it holds out the possibility of turning a spotlight on the state's history, Hoosier Celebration '88 holds great potential for enriching our corporate life in Indiana. As important as it is that we live in a state that has good basketball teams, or a state that will boast a "fabulous" White River State Park, our identity as persons and as citizens is based on the past, quite as much as it is based on the present and the future. In order to know who we are, we need to know who we were, and that knowledge comes from an understanding of our corporate as well as our individual pasts.

In much of the nineteenth and early twentieth centuries, such knowledge was more or less taken for granted. History was in fashion. Then, and now, newspapers regularly ran stories about Indiana's past. In those days such stories seem to have attracted more attention and to have made more of an impact. Moreover, historical and biographical studies often attracted popular audiences as well. History was emphasized in the schools to such an extent that a critical mass of Hoosier citizens seems to have known a good that a critical mass of Hoosier citizens seems to have known a good

Continued on page 7

Planning for Local Heritage Projects

The Rush County Oral History Project

Albert A. Hodge
Rushville Consolidated High School

[This item has been condensed from *"Readin, Writin, and Rithmetic:" The Story of Goddard School* (1978, Indiana Junior Historical Society). Excerpts from the collection are used for class instruction; college research projects have used the materials; and the collection was a major resource for the new county history, *A Rush County Retrospect, 1980s 1920s.*]

The intention of the Rush County Oral History Project has been to include as wide a range of suoject matter as possible. For example, interviews on military experiences range from World War I through Vietnam. Since our area is an agricultural one, interviews on the changes in farm life and the mechanization of farm production have been quite fruitful. We have made an organized effort to document particular segments of our professional community such as doctors, lawyers, and women in business. From a variety of sources information has been collected on religious, political, and athletic groups of the county. Interviewees are encouraged to reflect on social, educational, and moral changes in the community during their lifetimes. General topics such as prohibition, the Ku Klux Klan, the depression, and World War II are included in interviews if the interviewee's age indicates some probability of first hand recollections of the impact or significance of such events. Women and members of racial minority groups have been interviewed with special interest in the last few years. With the exception of Wendell Willkie and the election of 1940, most of the subject matter within the Rush County material sis of a local nature, reflective of wider areas in a microcosmic way.

From the beginning three organizations have supported the project and the Junior Historical Society in general. These are the Homer Festival of Arts and Crafts, the Rush County Historical Society, and the administration of the Rushville School Corporation. Other organizations such as the D.A.R., the city library, and WRCR, the local radio station, have also been helpful.

Hoosier Heritage is published monthly during the school year (October through May) by the Indiana Department of Education and the Indiana Historical Bureau. Communications should be directed to Evelyn M. Sayers, *Hoosier Heritage*, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204.

The contents of *Hoosier Heritage* is not copyrighted unless indicated on individual items. It is appropriate, however, to credit original sources as well as *Hoosier Heritage* when reproducing items from this publication.

As our project now operates, we record between thirty and forty new oral history interviews a year. Individuals to be interviewed are suggested by a committee of the local historical society. That committee makes the initial contact with those individuals to encourage them to grant us an interview. This group also provides background information to us about individuals who have agreed to be interviewed. Such information gives us topics to be discussed and the general time frame about which the interviewee can talk. Without such a well of resource information we could never have approximated our current total which exceeds two hundred individuals already interviewed.

Most of the interviews are recorded during the annual oral history workshop held each summer for three days in Homer. During the workshop, eighteen students working in groups of three are given training in operation of the recorders and in interviewing technique on the first day. On the following two days each group interviews five or six individuals and prepares a program for the final afternoon in which highlights of interviews are played and shared with the rest of the groups. A major amount of preparatory time and effort goes into scheduling the workshop interviews and getting background information and suggested questions ready for each interviewee.

From the project's inception the administration of the Rushville schools has been exceptionally cooperative in making tape recorders available for student use in the workshops and other "at home" interviews throughout the year. Most of the original recordings are on open reel tape. Through the financial support of the Rush County Historical Society, cassette copies are made later of each interview. These are placed in the Rushville city library where they are available to the public. The originals remain at Rushville Consolidated High School.

One major difficulty or weakness looms large over this project. Since the taped material is voluminous, the possibility of bringing all, or even most, of it into typed transcript form is not possible at this time. High school history students, while listening to the interview, prepare a preliminary index listing in order each topic discussed by the interviewee. This index filed by the name of the interviewee makes it possible for future researchers to see quickly what that individual "talked about" in the interview. A cross index is then prepared by topic, listing names of all individuals who have addressed themselves to that topic. With its obvious limitations, the index is better than a series of shelves of several hundred rolls of

Continued on page 7

Oral history is one type of historical information, but the term also is used to describe the method of recording non-written resources for historical and cultural studies.

Oral history is as old as the Homeric legends and as new as biographies of recent presidents. It has been used to document the exploits of the famous and the stories of workers in Gary and Auburn, Indiana. It can consist of a one page transcript of a dictated story or thousands of feet of cassette tape. In other words, oral history can be many different things and be used in a variety of ways for many reasons.

In the classroom, oral history can supplement just about any subject area through occasional interviews with local citizens and officials: current problems, government, economics, history, home economics, consumer problems, art or music, business, etc. It could also form the basis for a long-term project. Through the interview process, students develop research, verbal, and writing skills as well as the ability to organize, plan, and work with others. As a bonus, students grow to respect the knowledge that others have—whether the interviewee is a friend, relative, or other community member.

In studying the local community, oral history has major contributions to make. According to Barbara Allen and Lynwood Montell in *From Memory to History*, "Oral sources can be used by local historical researchers in three important ways. First, orally communicated history can *supplement* written records; second, it can *complement* what has been documented in formal history; and third, it can provide information about the past that exists in no other form" (p. 15).

More and more non-written communication is used daily in all walks of life: the telephone and computer mail are two examples. Lack of written sources, such as letters and diaries, could deprive future researchers of the historical details and perspectives that create the fabric of continuity from generation to generation. Oral history projects thus make a real contribution to the preservation of the family or the community identity.

It is important to be aware of the strengths and the limitations of oral history as a resource or a tool. The sources given here will help to provide the basics to get started. One crucial point to emphasize to students, however, is the difference between history in a textbook and history derived from oral and other primary sources. Especially in oral history the characteristics of talking and remembering must be emphasized. Allen and Montell (pp. 28-29) use the straight line image for chronological history. In contrast, oral history is like having a topic in a circle and talking around it in often random fashion. The raw material must then be fashioned, using other clues as well, into the finished account.

INVESTIGATING Our Hoosier INHERITANCE

Number 2, February 1986

Some Sources:

Available from the AASLH Press, 172 Second Avenue, North, Suite 102, Nashville, TN 37201, are several basic books, including two by Willa K. Baum and Allen and Montell, *From Memory to History*.

Also good is *Oral History: An Introduction for Students*, by James Hoopes (Chapel Hill, NC, 1979).

Indiana produced resources include *History on Tape: A Guide for Oral History in Indiana*, a pamphlet available free from the Indiana State Library, 140 North Senate Avenue, Indianapolis, IN 46204. The 1981 edition listed 91 projects in Indiana. This listing can be accessed on the OCLC network at libraries under F. Gerald Handfield and the title.

The Indiana Communities Project at Indiana University produced two useful publications: *Sharing our Lives: A Handbook for Community Oral History and Folklore Research Projects* and *The Ivory Tower and The Town Hall: Public Folklore and Public History in Indiana*. The first has very practical guidelines and costs $2; the second serves as a final report of the project and is $3. Both are available from the Folklore Institute, 504 North Fess, Bloomington, IN 47405.

Family Histories: Approaches to the Past, ed. by Sara Laughlin, is available from Stone Hills Area Library Services Authority, P.O. Box 203, Spencer, IN 47480. Cost is $5.00.

Publications that have resulted from oral history projects make good models and good resources for classroom use. The oral history project of the Indiana Extension Homemakers Association, for example, has published a series called *Memories of Hoosier Homemakers* which provides photographs and excerpts from project tapes. The books are organized by topic and edited by Eleanor Arnold: *Feeding Our Families* (1983), *Party Lines, Pumps and Privies* (1984), *Buggies and Bad Times* (1985), two more are in progress.

Carol Burke, ed., *Plain Talk* (West Lafayette, 1983) is a compilation of oral history materials gathered in Jasper, Benton, and White counties by high school students. It is organized topically and could provide ideas.

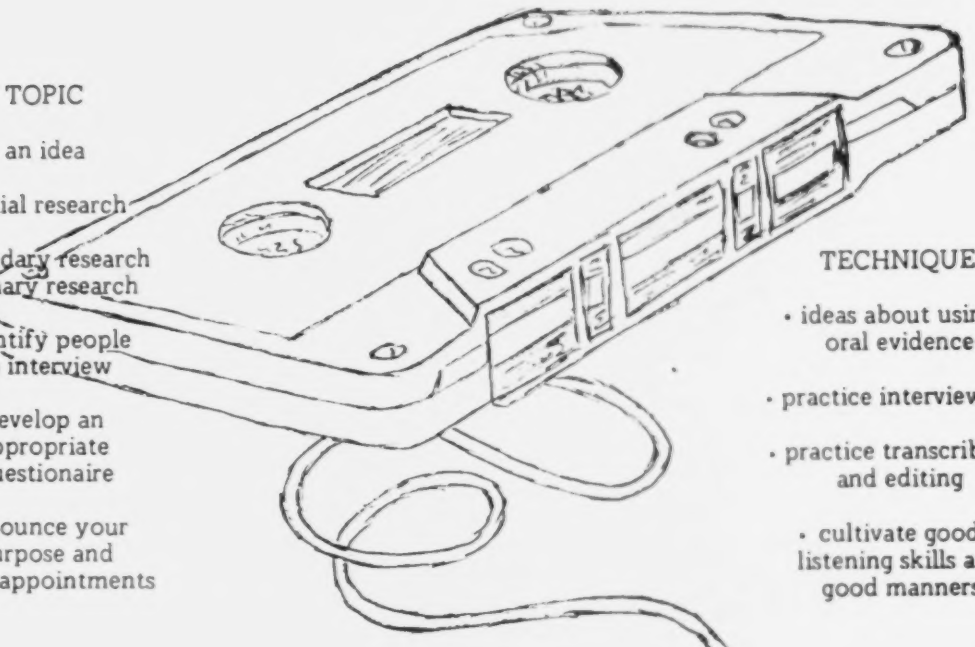
Way Back When: Informal essays from Rush County Oral History and *"Readin, Writin, and Rithmetic:" The Story of Goddard School* are both available from the Indiana Junior Historical Society, 140 North Senate Avenue, Indianapolis, IN 46204; cost is $1 and $2 respectively.

Indiana Libraries, Volume 4, Number 1, Spring 1984, was a special issue focusing on oral history in libraries. It is available from the Indiana Library Association, 310 North Alabama, Suite A, Indianapolis, IN 46204.

Another useful item is *An Oral History Primer* by Gary L. Shumway and William G. Hartley. It is available from the authors for $2.50 at Box 11894, Salt Lake City, UT 84147.

Some fine resources for the classroom are available from the Indiana Committee for the Humanities Resource Center. Request a catalog from ICH, 1500 North Delaware, Indianapolis, IN 46202.

ORAL HISTORY



TOPIC

- an idea
- initial research
- secondary research
- primary research
- identify people to interview
- develop an appropriate questionaire
- announce your purpose and make appointments

TECHNIQUE

- ideas about using oral evidence
- practice interviewing
- practice transcribing and editing
- cultivate good listening skills and good manners

Mrs. Edwards, how did your grandfather escape?

THE INTERVIEW

- restate purpose
- set proper climate
- conduct the interview
- take notes

He provided his master's horses to a Union soldier in return for an escort to freedom.

USING THE EVIDENCE

- transcribe and edit notes and tapes
- show transcript to persons interviewed
- develop note cards
- use notes appropriately in the text
- footnote sources properly
- indicate the interview and its date in the bibliography

"SAMPLE FOOTNOTE CARD"

Interview with Beulah Edwards, May 20, 1985. Mrs. Edwards' grandparents were Byron and Emberzilla Ross. Byron Ross escaped from slavery in Georgia and settled in Lost Creek Settlement, near Terre Haute, Indiana.

"SAMPLE BIBLIOGRAPHY CARD"

Interviews

Edwards, Beulah (Mrs. Walter). Interview on May 20, 1985, in her home in Terre Haute. By Gwendolyn J. Crenshaw for "The Abolitionist Movement in Indiana."

Adapted from materials produced by the Chicago Neighborhood History Project with funding from the National Endowment for the Humanities.

An Oral History and Written Story Experience

Purpose: To help youth understand how story telling is an important part of family heritage.

Vocabulary: Tape, archive, artifact, ancestors, traditions, rituals, beliefs, heritage, reporter

Background Information: Stories are the most neglected of family heritage because they are rarely recorded (taped or written). Family stories can be collected at family reunions, parties, and holiday get-togethers. Friends of the family may also have stories to tell.

Tips for Teachers: You may want to prepare a brief letter for parents explaining the goal of this project: to help children gain understanding of their family heritage by collecting favorite family stories. Parents and grandparents will be better able to help provide information if they understand the purpose of the activity. In this way, collecting family stories can be a learning experience for the entire family.

Additional Comments:

Best age - 8-12 years old.

Kids love telling family stories. If possible, advise them to be prepared to tell one.

Play part of an oral history which will illustrate points you have.

Bring an elderly person to your class; ask the person a few leading questions about a specific subject that will encourage recollection and tape it; play it back.

If the group is one which has previously shared experiences, ask for memories of last year's camp, etc. Tape it; play it back. Let one of the youngsters tape another.

Activity One:

Write the story as you heard it. Include the 5 W's:

- Who - identify all the people involved in the story.
- What - explain the details of the occurence so that even a stranger can understand what happened.
- Where - explain the location of the story.
- When - be as specific as possible about time; relate the story to national or international events if possible.
- Why - did other events of local, regional, national, or international significance have any effect on this story?
- When a story is handed down from generation to generation, it sometimes almost becomes legendary, and it is hard to know what is truth and what is fiction. Write the story as it is told to you.
- Don't forget that you are also making family stories right now. You might like to keep a notebook of your family stories as they occur. For instance, what was your first day of kindergarten like? How about your sister's wedding? Remember when a bear frightened your family during a camping trip? A snapshot with the story might add interest.
- Sample story:

  My mother, Mary Smith Brown, told me that my great, great-grandfather, James William Smith, who lived from 1800 to 1850, was a sailor on an English ship. One day when the sea was stormy, and the waves were high, he slipped from one of the tall masts while trying to repair a sail. As he was falling toward the deck of the ship, the large ring he was wearing caught on a hock on the mast, and his fall was broken and his life was saved. If that hadn't happened I might not be here today.
- Materials needed: pen and paper

Activity Two:

Tape record stories.

- Record directly on tape who is talking (take one at a time, not a group), date, where you are.
- Interview people at family gatherings (birthday and holiday parties, reunions) or make a special date to talk.
- Use the 5 W's, just as if you were going to write a story. Ask the person what he/she remembers about family members who are deceased, what his/her childhood was like (family activities, work, traditions, school, living conditions, play, etc.). Use an old photo or artifact to get the conversation started.
- Here are a few hints to follow when interviewing:
  - Give person time to think about the answer. He/she may be thinking and stop talking for a minute. Wait before you jump to the next question.
  - Look at the person and not at your questions. Listen to the answers, and write down the spelling of hard words or proper names.
  - Have some questions in mind before you talk to the person.
  - Sometimes remembering is hard, especially for older people. Allow time. Be patient and flexible.
- Label your tapes and keep them in a special place so you will never erase the original.
- Sample Recording:

  This story is about my great Grandmother Fleck. People thought that she had special powers. It wasn't proven until she held a party. My Uncle Bob (her son) was playing football. Grandmother was talking with her guests, when suddenly she got a sharp pain in her back. "Ohhh. My back, . . .
- Materials needed: A simple tape recorder, 60 or 90 minute tapes, pencil and paper, fresh batteries.

Adapted from Sara Laughlin, ed., Family Histories: Approaches to the Past (Stone Hills ALSA, 1981)

Lesson Plan:
Teaching Interview Techniques

Directions: Students will analyze at least one television interview program on the following criteria:

- Technical arrangements:
  What is the seating arrangement?
  Where is the microphone?
- Questions asked:
  What evidence do you have that the interviewer is well-prepared?
  Are the questions open-ended or do they require a single right answer?
  Are the questions asked about work, special talents, or skills, personal matters of life-style or belief?
  Do you think the questions are controversial? Too personal? Too general?
  Can you tell if the interviewer has a specific purpose in mind by the kinds of questions asked? Explain.
- Mood or tone:
  Is the interviewer sympathetic to the person being interviewed or is the interviewer argumentative?
  Does the interviewer handle silence?
  Does the interviewer ask questions from what the interviewee says or is a prepared list of questions being followed?
  Does the interviewee refuse to answer questions or give answers that do not pertain to the question?
  If the answer above is yes, how does the interviewer respond?
  What non-verbal expressions does the interviewer give to encourage or discourage responses?
- Summary:
  What makes a good interview?
  What are the major differences between television interviews and the interviews you are planning?
  What interview techniques do you think will be most useful to you in doing family interviews?

Student activities:

- Do a practice interview on a classmate or family member. Discuss the above criteria with the interviewee and summarize what you learn by the experience.
- Working with a partner, role play the interview for the class.
- Choose your favorite celebrity and an older friend or relative; list the interview questions that you would ask each. Are they different?

Interviewing for Community History

People

- Who lives here? Who lived here in the past? Who do you think will live here in the future?
- Who are (were, will be) the community leaders? What have they accomplished? What should they do in the future?
- Identify and describe some interesting people you have known in the community.
- Who visits the community? Why do they come? Where do they come from?
- How do people make a living around here? Has this always been true?
- Describe some typical stores in the community. Who shops there?
- What institutions (social, cultural, religious) serve the community? How do they make this community a better place to live?
- How would you describe your role in the community?

Space

- What are the boundaries of this community?
- Where is the focal point of the neighborhood?
- Name some landmarks in the community.
- Where do people meet their friends in this area?
- What routes do people use to get in and out of the area? Where do the people go?
- How is land used here?
- Which parts of the community do you use in your daily life?

Time

- How has the community changed since you have lived here?
- Have some landmarks in the community disappeared over the years? What new landmarks have taken their place?
- In what respects is the community the same now as it was in the past?
- What is the most interesting event that happened here this year (or in the last five years)?
- What do you think the future holds for this community?
- What do you think your future in this community will be like?

Adapted from materials produced by the Chicago Neighborhood History Project with funding from the National Endowment for the Humanities.

Some Thoughts about HC '88

Continued from page 1

deal about the state's past. For various reasons, however, that critical mass has been dissipated. Almost a third of today's Indiana citizens are not native Hoosiers. Consequently, in many cases their knowledge of Indiana history is minimal. . . .

Responsible citizens find ways to live meaningful lives not as a result of escaping the confines of the past, but as a result of coming to understand themselves as a part of an ongoing community of Hoosiers whose honorable heritage is perhaps its most valued possession. By focusing attention on our history, Hoosier Celebration '88 will be not just a time of celebration and homecoming; it also can be a creative time when a sense of a shared past develops among Indiana citizens. And if that happens, it is bound to make Indiana a better place to live.

From the Indiana Historical Exchange Council

The Indiana Historical Exchange Council is an informal group of administrators of agencies with historical concerns.

Your Hooiser Community

Continued from page 1

how the town's self-image changed with it. Then use those changing patterns of streets and self-images to trace the changes they bring in people's lives—not just in transportation but in all the connected activities of work and recreation that the physical shape imposes on us. What you'll find is a tale linked to larger worlds, yet profoundly one of our own. It's a fascinating pattern—and a tale worth telling in our era.

George W. Geib is Head of the History Department at Butler University, Indianapolis.

Way Back When

Informal essays from Rush County Oral History

Rush County Oral History

Continued from page 2

tape with no indication where any particular information might be located.

If tomorrow all the tapes and transcripts of this project were to be destroyed, the program would still have been worthwhile. It has promoted excellent cooperation between several organizations in our community. It has given students first-hand experience in dealing with people and equipment needed to preserve primary source materials. Most importantly it has brought young people into contact with many of the older and most respected citizens of our county. This contact has caused both groups to develop more positive attitudes toward each other.

Please add me to the mailing list for *Hoosier Heritage*.

Name _____

Address _____
Street or Box Number City Zip

School Corporation _____ County _____

Subject Area: _____ Grade Level _____

Comments: _____

_____

_____

_____

Please return to Evelyn Sayers, Indiana Department of Education, 229 State House, Indianapolis, IN 46204.

1986: Celebrating Citizenship—Renewing the Vision of 1787

The Indiana Council for the Social Studies will hold its Spring Convention on March 14 and 15, 1986 at Ball State University in Muncie. A special pre-convention workshop will be held on March 13. The workshop topic will be "The Bicentennials of '87" and will feature ideas and materials for celebrating the 200th anniversary of both the United States Constitution and the Northwest Ordinance. This will be a major symposium featuring nationally-known specialists. For further details contact:

Dr. Fred Risinger, Executive Director
Indiana Council for the Social Studies
Indiana University-Office of School Programs
2805 East 10th Street-Room 110
Bloomington, Indiana 47405

Hoosier Celebration '88

For more info. . .

. . .Call our toll-free number

1/800/982-4764,

or write to:

Hoosier Celebration '88
Room 206, State House
Indianapolis, IN 46204-9990

John Hammond, President & CEO
Rob Meyne, Executive Director

The *Hoosier Heritage* newsletter is planning to highlight examples of classroom activities about Indiana's heritage. Lessons about our heritage can be integrated into art, music, language arts, and any of several subject areas. For example, the bicentennial celebrations of the Northwest Ordinance of 1787 and the U.S. Constitution afford a natural opportunity to teach about Indiana in social studies classes.

Hoosier Heritage is seeking social studies teachers who have examples of lessons for using Indiana studies in their classes (K-12) or who are interested in the development of teaching materials, lesson plans, and general resources. Materials may be useful for economics, geography, history, government/civics, or social studies in general. If you are interested in being a part of this, contact: Evelyn M. Sayers, *Hoosier Heritage*, Indiana Department of Education, 229 State House, Indianapolis, IN 46204, (317) 927-0111.

INDIANA HISTORY DAY

If you have never heard of Indiana History Day, or never taken part in an Indiana History Day contest, this is a good time for an introduction to this exciting educational opportunity for your students. District contests will be starting soon, and there is always a need for judges, staff, or audiences for the student performances. The state contest is Saturday, May 17 at Indiana University, Bloomington. There is no better way to find out about the program than to participate!

If you want more information about the contest or about volunteering, please contact Lisa A. James, State Coordinator, Indiana Historical Bureau, 140 North Senate Avenue, Indianapolis, IN 46204; 317-232-2537.

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204

Number 3, March 1986

Hoosier Heritage

PAST ◆ PRESENT ◆ FUTURE

"Our Schools, Our Future"

One thousand community leaders from across the state will consider the future of education together at the invitational conference, "Our Schools, Our Future," in Indianapolis on April 23, 1986.

In addition to highlighting the way elements of Indiana's education system are planning for the future, the conference will provide a forum for participants to discuss the ideas in a draft of the Indiana Curriculum Advisory Council's paper, "Indiana Schooling in the Twenty-first Century."

In the keynote address, Gale Picker, Senior Associate with the Naisbitt Group, will discuss "megatrends" and their implications for Indiana education. Dr. Harold Hodgkinson, President of the American Council on Education, will give the luncheon address, focusing on students of the future. H. Dean Evans, Superintendent of Public Instruction, will make the closing remarks.

The conference is sponsored by the Indiana Department of Education and the Indiana Curriculum Advisory Council.

Participants, in addition to addressing implications of major educational policy issues, will have the opportunity to select a session dealing with long-range planning efforts. "How Local Education Agencies Are Planning for Curriculum Improvement" will feature the model sites of the Indiana School Curriculum Improvement Program. "How Higher Education Is Planning for the Future" will be a panel presentation focusing on education research, teacher training, and educational technology. "The Local School—A Model for Curriculum Planning" will feature William Hopper, principal, Tecumseh-Harrison Elementary School, Vincennes. Dr. Harold G. Shane, Indiana University, a nationally known futurist, will present his views. Indiana Future Problem Solving students will present a demonstration of the future problem solving process in addressing "What Should Schools Be Like in the Twenty-first Century?" Partnerships between state government, business, industry, and education will be the focus of a panel including Lieutenant Governor John Mutz, Robert Meinick of the Hudson Institute, and Margaret Dwyer representing Indiana Partners in Education.

HC '88

Newsletter update:
Watch for the April Issue!

Hoosier Heritage newsletter is just a few months old, but it has been well received by our readers. We receive letters almost daily from teachers telling us about projects in their schools. The projects are designed to aid students in understanding the importance of linking past traditions and histories to their lives.

It has been difficult to answer all of the letters as promptly as we might wish. Thus, to offer more assistance to our readers, to answer many of the questions, and to share suggestions from the teaching field, we are planning to highlight as many programs in the April issue as space permits. In addition, we will list many possible resources. Watch for the April issue!

The format of the newsletter provides for a series of teaching lessons. If you do not have all of the issues, or want additional copies, please write to us and we can supply back issues. In addition, if you are receiving a duplicate copy, please pass it along to another educator, or let us know if you do not want to receive the duplicate copy.

Planning for Local Heritage Projects

The Document-Enriched Classroom

Claudia J. Hoone
Indianapolis Public Schools

[Claudia J. Hoone is one of eight teachers in the Indianapolis Public Schools piloting the documents project BROADSIDES: Indiana, the Early Years, 1816-1850. Hoone teaches fourth grade at Ralph Waldo Emerson School No. 58. She is the author of *Indiana Yesterday and Today Workbook* (1985).]

Classroom corners — stale and pale!
Classroom corners — cobweb covered!
Classroom corners — spooky and lonely!
Teacher, let me dance in your classroom corner!
Let the outside world in!

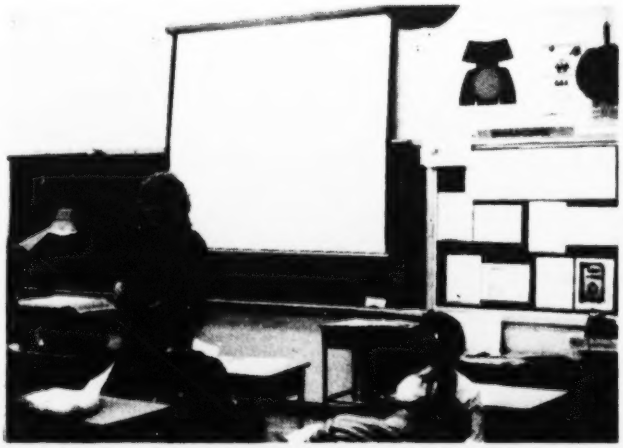
Albert Cullum, *The Geranium On The Window Ledge Just Died, But Teacher You Went Right On* (Harlin Quist, 1971)

Letting the outside world into the classroom is a potent teaching technique. It is, however, a technique that can be challenging, and even puzzling, for a classroom teacher to implement. Guest speakers and video presentations are widely used methods of accomplishing this goal. Local, state, and national organizations have developed programs which facilitate interaction with students. Examples of this type of program are Partners In Education (PIE), Newspapers In Education (NIE), Arts In Education (AIE), and Basic Aid Training—American Red Cross (BAT).

On a day-to-day, subject-by-subject basis, bringing the outside world into the classroom is left to the ingenuity, industriousness, and even the fortitude of the instructor.

A valuable and abundant resource, one that can enrich the study of a wide variety of subjects, and is available to all who teach, is the primary source document. Documents such as letters, journals, newspapers, wills, and photographs have the power to draw subject matter up out of the dust and into the experience of students.

The physical form in which a document is presented to a class will depend on the nature of the document itself, and how the document is to be used. A document which can be legibly reproduced may be duplicated so that each student will own a copy. A transparency might also be made, permitting the presentation of the document on an overhead projector. An instructor may choose to pass the original document among the students, or to include it in a display. Under those circumstances, it is advisable to temporarily encapsulate the document in a plastic sleeve for protection.*



Claudia Hoone has made BROADSIDES a focal point of her classroom. She is puzzling out a document with her class using an overhead projector.

Where can a teacher find documents for classroom use? The sources are endless. Begin by asking the families of your students, and your own family as well, to dig out old records and letters. The pleasure of sharing treasured mementoes will draw out extended family involvement like no other school activity is capable of doing. Through examining their own primary sources, your students will understand the significance of the study of documents. After this foundation is laid, you will be able to successfully lead your students to the study of documents which directly relate to the goals and objectives you intend to achieve.

Most establishments, businesses, and organizations maintain some type of archives. Determine what groups within your community most closely deal with the subject(s) you teach, and contact them.

Continued on page 7

Hoosier Heritage is published monthly during the school year (October through May) by the Indiana Department of Education and the Indiana Historical Bureau. Communications should be directed to Evelyn M. Sayers, *Hoosier Heritage*, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204.

The contents of *Hoosier Heritage* is not copyrighted unless indicated on individual items. It is appropriate, however, to credit original sources as well as *Hoosier Heritage* when reproducing items from this publication.

*Encapsulation uses two sheets of plastic and double faced tape to create an "envelope" in which a document can breathe through air holes at the corners. Be sure that no bonding of any type is affixed directly to the document. For specific directions, see Christine Young, "So, You Want to Preserve History? Some Things You Should Know," p. A3.19, in *Folklore in the Classroom Workbook*, Indiana Historical Bureau (Indianapolis, Indiana, 1985). This workbook is available for $5.00 postpaid from the Bureau, 140 North Senate Avenue, Indianapolis, Indiana 46204.

INVESTIGATING Our Hoosier INHERITANCE

Number 3, March 1986

Documents and primary source materials have been used in classrooms throughout the country for many years. After all, just about every student has experienced a "show and tell" period, or studied a newspaper, or seen displayed a reproduction of the Declaration of Independence or the Gettysburg Address, or gone to a museum and looked at artifacts.

How many teachers and students, however, have really exploited the possibilities inherent in using original source materials? Only recently, as the value of the study of local history has been more broadly appreciated, have there been more and more organized programs for the use of documents and artifacts in the classroom.

The National Archives and Records Service has had an established program of documents units for U.S. history for many years. As supplemental materials, documents can help students put their textbooks, their current sources of information, and themselves in perspective. "Through primary sources students confront two essential facts in studying history. First, the record of historical events reflects the personal, social, political, or economic points of view of the participants. Second, students bring to the sources their own biases, created by their own personal situations and the social environments in which they live. As students use these sources, they realize that history exists through interpretation—and tentative interpretation at that" ("History in the Raw," *Social Education*, Nov.-Dec. 1978, p. 563).

On a more basic level the exposure to documents and other primary sources creates in students a sense of history. As they study the letter of an ordinary citizen preserved in the National Archives, or a proclamation from the State Archives, or a historical photograph from the local museum, or a letter home from a relative in the Vietnam War, students begin to see their place and value in the continuum of history.

In order to derive these benefits, however, work is needed to provide necessary background and skills development so that students—and teachers—can overcome the problems inherent in using primary sources. First of all teachers must often get used to learning along with their students. "Instead of being a source of all answers, the teacher should become a source of guidance as to where and how to find out. . . . Knowing where to go to find information and learning to solve . . . minor mysteries can be as useful to students as the specific piece of information itself; they not only acquire the knowledge, but also the ability to learn on their own, without the teacher as constant interpreter" (*Teaching with Historical Records*).

Primary sources available in any town, city, or neighborhood are as varied as the people in whose attics those sources reside. Communities that have public libraries, museums, archives, or other official repositories have an additional wealth of teaching tools at hand. Obviously, any document can be studied or used in many ways and at any grade level. The material in this issue of *Hoosier Heritage* provides a basic introduction and suggests some of the possibilities. Now it is up to you and your students to discover together the fascination and value of primary sources.

Some Sources:

Teaching with Historical Records by Kathleen Roe, New York State Archives (1981) is the best publication available on this topic. It has sections on educational objectives, locating and using historical records, interpreting resources, and using various types of records—personal papers, business records, local government records, maps, photographs, broadsides, and census records. These sections focus on New York examples, but the narrative portions are an invaluable resource for introducing the use of primary sources. Contact The University of the State of New York, The State Education Department, Office of Cultural Education, State Archives, Albany, NY 12230.

BROADSIDES: Indiana is a project sponsored by the Indiana Historical Bureau under the direction of Dani Pfaff. Funding is being provided by the Indiana Committee for the Humanities in cooperation with the National Endowment for the Humanities. BROADSIDES is being produced for supplemental instruction in Indiana history at the fourth grade level, but the materials are proving to be applicable at other levels, including the college classroom. The focal point is a document packet for each individual student with extensive resource materials and guide for teachers. The first series of five packets on Indiana, the Early Years, 1816-1850, will be available for public distribution in the fall of 1986. The second series of eight to ten packets on Indiana, the Best Years, 1880-1916, will be available for public distribution in the spring of 1987. Contact the Indiana Historical Bureau, Room 408, 140 North Senate Avenue, Indianapolis, IN 46204. Sample packets are available upon request.

The Indiana State Museum education department uses documents for the enhancement of museum programs. Contact Virginia Hamm, Indiana State Museum, 202 North Alabama, Indianapolis, IN 46204; 317-232-1636.

Photographs—Windows To The Past is a portfolio of historic photographs of Wabash County. There are twelve pages in a folder designed so that individual students can have a copy. Each sheet has a photograph on the front; the back contains a description of the photograph, topics for discussion, and activities. Cooperating in this project were the Wabash County Historical Museum, the Wabash Junior High School History Club, Upper Wabash Career Center Printing Class, Wabash County Soil and Water Conservation District, Wabash County Soil Conservation Service, Wabash Carnegie Public Library, Wendy's Restaurant, and First National Bank in Wabash. The packet was distributed this year to 1,100 fourth

Continued on page 7

Lesson Plan

Introducing James C. Fletcher

Directions:

- Introduce the use and value of primary sources in historical research. Historians are detectives seeking clues to the way people thought and acted in the past. The best clues are in primary sources which were created at the time or close to the time of the event that the sources describe.

- Explore documents as one type of primary source. Documents are generally on paper and the variety is endless—marriage licenses, birth certificates, advertisements, letters, diaries, photographs, report cards, etc.

- Use the document provided here to show how documents can provide clues about history and can provide the impetus for historical exploration in the classroom.

- Work with students to puzzle out the text of the letter, perhaps using an overhead or opaque projector as a supplemental tool.

- After working out the text provide students with the transcription and information below so that their historical information is correct and readily available.

Some Possible Activities:

- Find out more about the people involved. James Cooley Fletcher was one son of Calvin Fletcher, an influential banker and businessman in Indianapolis. The Indiana Historical Society has published nine volumes of diaries and letters from its Fletcher collection.

- Find out more about the mail system in this era. Note that the letter forms its own envelope and that the remains of a wax seal are visible.

- Use maps to determine where Bloomington and Indianapolis are, the distances involved, and the topography.

- Find out about education at this time. Note the date of the first day of school. Was James' experience common? What were schools like?

- Explore the transportation situation of early Indiana and perhaps compare it to the present. How would you get to Bloomington then, or now? In another letter, for example, James indicates that he will "ride as far as Martinsville with the mail boy, unless you think of some better way" to return to Indianapolis.

The Document Transcription

Bloomington June 7 1834

My dear Parents

I got here the day I left
you about noon. I like Bloomington very
well and think it better situated than
Indianapolis. Its not so flat. Mr Park's
family are very kind to me and I am
pretty near as contented as at home.
I did not study any the first day I came as
I was rather tired and wanted to look round
a little. The next day I went to College and
Mr Maxwell. He did not put me in a class but said I
had better read a spell by myself, until I
learn to parse. He makes the boys parse almost
every word. After while I shall be in a class.
I am going to have a copy book and write every day
so as to improve my writing. This is a small
letter but I think it is large enough fo[r] so
young a lad as I am. Give my love to Mrs
Richmond, little Answel and all the children

Your affectionate son

James C. Fletcher

To the Student:

This document is one of five in a BROADSIDES packet about education in the early years of Indiana. It is a letter from an 11 year old boy named James Cooley Fletcher. James was born on April 15, 1823, in Indianapolis nearly three years after this site was chosen as the state capital. He wrote this letter on his first day at "college" in Bloomington.

clafs — class. Early scribes used this "long s" when copying manuscripts. It was used most commonly in words with a double "s." Early colonists brought this writing tradition with them from England.

parse — to break a sentence into parts of speech and describe what each one does.

copybook — a book in which pupils could practice written exercises. Students often made their own copybooks by sewing together folded sheets of paper.

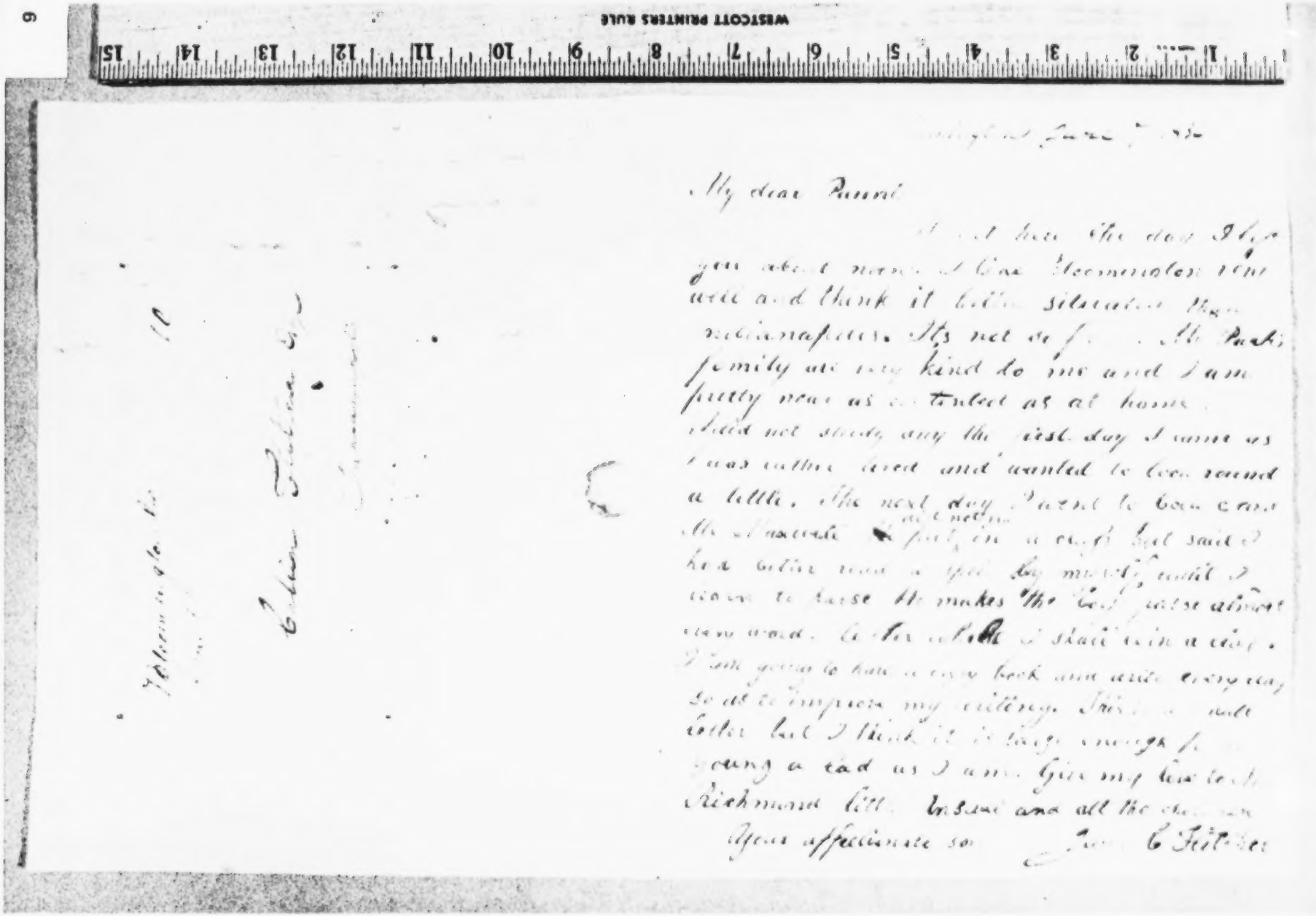
From BROADSIDES: Indiana, the Early Years funded by the Indiana Committee for the Humanities and the Indiana Historical Bureau

Bloomington June 7 1834

My dear Parents

I got here the day I left you about noon. I like Bloomington very well and think it better situated than Indianapolis. Its not so flat. Mr Parks family are very kind to me and I am pretty near as contented as at home. I did not study any the first day I came as I was rather tired and wanted to look round a little. The next day I went to College and Mr Maxwell did not put me in a class but said I had better read a spell by myself, until I learn to parse. He makes the boys parse almost every word. After while I shall be in a class. I am going to have a copy book and write every day so as to improve my writing. This is a small letter but I think it is large enough for so young a lad as I am. Give my love to Mrs Richmond little Ansel and all the children

Your affectionate son James C Fletcher



25 A photograph of the Fletcher letter opened to full size.

26

From BROADSIDES: Indiana, the Early Years funded by the Indiana Committee for the Humanities and the Indiana Historical Bureau

The Document-Enriched Classroom

Continued from page 2

Although you will hit some dead ends, you will discover many groups who are most eager to share documents, or copies of documents, with your class. Libraries and museums are always a rich source to tap.

Once you have located a document that will enhance your subject matter, present it to the class with very little introduction. Allow your students to puzzle out meanings, to ponder implications, and to draw their own conclusions. The only ground rule at this point is that there are no wrong answers.

After your students have thoroughly examined and debated the ideas dealt with in the document, you will be able to lead your keenly sharpened crowd to the conclusions for which you chose the document. It may also be the case that your students will draw some valid conclusions that you had previously missed altogether.

The question of legibility and difficult vocabulary is always one to be considered when presenting a document to a class. A student who normally approaches a seemingly predigested, purified textbook with disinterest and apathy will often be triggered into high effort by the opportunity to outwit this puzzle. When a document has definite merit, but you are concerned about the difficulty level, the best advice is simply to go ahead and try it.

Some of our experiences with documents

- Alice Beymer, a teacher with the Indianapolis Public Schools, shared with students a letter she had received in 1947 from Laura Ingalls Wilder. The document was a response to a letter Alice had written as a child to her favorite author. The Wilder letter launched a letter writing project among students, who hoped to get responses from their favorite authors. Students were also motivated to read more books written by their favorite authors.

- Students researched the history of their own school and community through newspaper clippings, school newsletters, and photographs. The architectural firm that had designed the local high school shortly after the turn of the century brought copies of the blueprints for students to examine.

- Journal writing is being used in many classrooms as a way for students to record their own personal histories. After studying journal entries from other eras, students have begun to realize the significance of documenting the events of their own lives.

Investigating Our Hoosier Inheritance

Continued from page 3

and eighth grade students in Wabash County. Teachers also received a three page guide containing a history of photography, a period clothing key to help in identifying photographs, and a photograph analysis worksheet. For more details contact Ron Woodward, 574 Ferry Street, Wabash, IN 46992.

"Mysteries in History" at The Children's Museum, Indianapolis, employs documents in this exhibit and in the traveling kit that it is developing. Contact Kris Carmichael, The Children's Museum, P.O. Box 3000, Indianapolis, IN 46206; 317-924-5431.

The National Archives in cooperation with Social Issues Resources Series, Inc., has prepared for sale seven U. S. history documents supplemental teaching units. The latest unit is The Constitution: Evolution of a Government, which introduces issues of federalism, voting rights, the separation of church and state, and the national debt. Each unit contains approximately fifty reproductions of documents (that can be copied), a teachers' guide, activities, bibliography, glossaries, time lines, and biographies of key figures. Other units feature the Civil War, the Progressive Years, 1898-1917, World War I, the 1920s, the Great Depression and the New Deal, and World War II. The seven unit set is $195; individual units are $35. Contact SIRS, Inc., P. O. Box 2348, Boca Raton, Florida 33427-2348; telephone, 1-800-327-0513.

The publications of the AASLH Press, 172 Second Avenue, North, Suite 102, Nashville, TN 37201 can be very helpful. Send for a current catalog.

Please add me to the mailing list for *Hoosier Heritage*.

3/86

Name _____

Address _____
Street or Box Number City Zip

School Corporation _____ County _____

Subject Area: _____ Grade Level _____

Comments: _____

_____

_____

_____

Please return to Evelyn Sayers, Indiana Department of Education, 229 State House, Indianapolis, IN 46204.

Industrial Technology Education Curriculum

In early 1984, a task force of concerned industrial arts educators was convened by the Department of Education to study and make recommendations for improving and advancing industrial arts education in the state of Indiana. The task force determined that curriculum revision and updating was the most realistic approach for improving industrial arts programs in the state.

Since the spring of 1984 a committee has been developing a new industrial technology education curriculum to replace traditional industrial arts classes in the public schools of Indiana. This new curriculum contains eighteen articulated courses designed to aid middle/junior and senior high school students in developing technological literacy and competence. This new curriculum is a complete departure from traditional industrial arts. The new program is based on conceptual learning and strives to help students understand the processes used in communications, construction, manufacturing, and transportation systems which are industrial and technological in nature. Traditional industrial arts typically emphasized the construction of products using pre-industrial revolution craft practices or the mastery of vocational-type job skills.

The curriculum committee has just completed writing the first drafts of eighteen course guides. To assist with the pilot testing phase of the curriculum development, the Department of Education has entered into an intra-agency agreement with the Indiana Office of Occupational Development, which is providing $88,050.

Twenty-seven school corporations applied to become pilot centers for the new curriculum. Through a school visitation and screening process, five corporations were selected: Center Grove Community Schools, Central Noble School Corporation, Lawrenceburg Community Schools, South Bend Community School Corporation, and Southwest Dubois School Corporation.

Implementing a new curriculum which departs considerably from the philosophy, content, and methodology familiar to most industrial arts teachers requires a carefully orchestrated in-service program. This in-service program is now underway with pilot school personnel and will continue until the fall of 1986.

Following the pilot testing during the 1986-87 school year, the curriculum committee will revise the pilot curriculum material and prepare the eighteen course guides for dissemination and implementation throughout the state.

For further information concerning this program, contact Gregg Steele, Division of Vocational Education, Indiana Department of Education, 229 State House, Indianapolis, IN 46204; 317/927-0257.

Hoosier Celebration '88

For more info. . .

. . Call our toll-free number

1/800/982-4764.

or write to:

Hoosier Celebration '88
Room 206, State House
Indianapolis, IN 46204-9990

John Hammond, President & CEO
Rob Meyne, Executive Director

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204

Number 4, April 1986

Hoosier Heritage

PAST ◆ PRESENT ◆ FUTURE

Robert D. Orr, Governor

Hoosier Celebration '88 Update

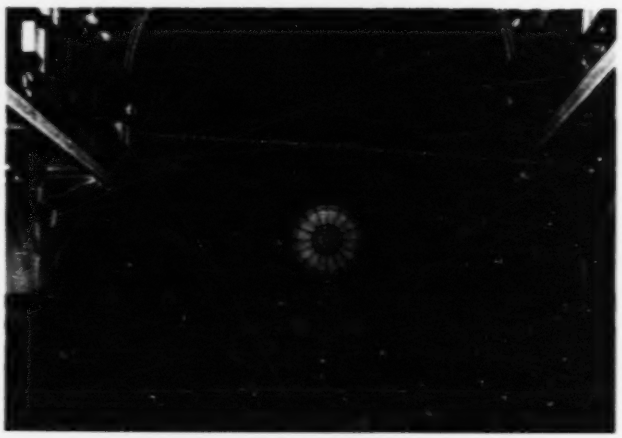
By Rob Meyne, Executive Director, HC '88

More than two hundred communities have expressed interest in being a part of Hoosier Celebration '88 since the program was kicked off last October. All across Indiana, excitement is building about the potential that Hoosier Celebration '88 has to offer.

In each participating community, steering committees are organizing. In turn, these local steering committees are assessing the needs and resources of their communities and developing projects that reflect the unique personalities of each. The goal of Hoosier Celebration '88 is to encourage public and private sector partnerships that work to celebrate their community's heritage and potential for the future. In short, integrating the past into plans for the future.

An example of what Hoosier Celebration '88 is all about is the upcoming opening of Union Station in downtown Indianapolis April 25 and 26. For more than fifteen years, Union Station sat in idle deterioration. Once a bustling transportation hub that saw thousands of rail passengers every day, Union Station was a victim of the steady decline in rail travel over the past three decades. In 1982, Borns Management Corporation, headed by Robert and Sandra Borns, proposed a plan for redeveloping Union Station. Their proposal called for the creation of a "festival marketplace" mixed-use facility, with shops, restaurants, and entertainment. Union Station was on its way to revitalization.

The Union Station project is important not only because it is the restoration of a historic landmark. More importantly, Union Station is a part of local heritage that has been revitalized to play an important role in the future. This revitalization was made possible only through a cooperative effort of the public and private sectors. When opened, Union Station will house a variety of entertainment and recreational elements, including retail shops, restaurants, cinemas, a museum, nightclubs, and a one-of-a-kind Holiday Inn hotel.



1940 view of three-story, barrel-vaulted central waiting room. The stained glass wheel window is visible. Courtesy Marion County/Indianapolis Historical Society.

The grand opening of Union Station will serve as a statewide event for Hoosier Celebration '88. In turn, Union Station will become an official sponsor of Hoosier Celebration '88 and work with Hoosier Celebration '88 on a number of projects continuing through Union Station's centennial in 1988.

"We couldn't be more excited about our relationship with Union Station. The station played an important role in the history of Indiana and the entire nation. It is also the perfect example of what we want to accomplish with Hoosier Celebration '88. We want

Continued on page 11

Planning for Local Heritage Projects

An Administrative Perspective
James L. Auter, Superintendent
Metropolitan School District of Martinsville

Once upon a time there was a prosperous little town in central Indiana. There were a variety of bustling little industries throughout the area. Workers labored to make bricks, wooden buckets, and some of the best wooden furniture to be found in the entire Midwest. Other workers traveled to the nearby city to work in steel mills, automobile factories, and other manufacturing concerns. The railroad depot was busy loading and unloading passengers who came to the small town for rest and healing at one of several sanitariums located there. The schools produced excellant students who went on to further their education at universities. Some even became famous in the professions they had chosen. The praises of the little town were sung throughout the state and even the entire Midwest for its friendliness, cooperative spirit, and bright future.

Years passed and the passenger trains no longer stopped, the brick yards closed, and the fine wooden furniture was made elsewhere. Many residents moved away and continued with their lives in other areas of our nation. The town quit growing, and it became difficult to recruit new industry and business into the area.

The citizens became concerned for they knew that the town had untapped resources in its people and its location. Some believed that the town could once again rise up by encouraging new businesses, new industry, and a revitalized future.

Hoosier Celebration '88 has been conceptualized as a four-phase program to encourage communities to explore their pasts and to prepare for their futures. The project represents a unique opportunity for schools to become involved with other agencies, organizations, and individuals so that values, traditions, and histories can be shared and brighter economic futures can be planned. The project encourages the organization of community residents, government, and service agencies working together toward a collaborative relationship to improve and enhance the quality of life in communities throughout the state.

National Sanitarium, Martinsville

By celebrating and planning together as a community, it will be possible to have a greater impact upon the problems we face. Once folks realize that the community history and community problems belong to all and not just to the business district, the school system, the social service agencies, or local government, we will be well on the way to finding workable solutions to mutual problems and implementing activities leading to a more enjoyable future for all Hoosier residents.

A troublesome problem in our complex and specialized society has been providing a framework whereby individuals and communities can identify problems and develop practical solutions to them. Equally difficult has been finding events and accomplishments that become the focal point for community-wide celebration. Although communities vary greatly in wealth and in organization, all communities have exceptional human and other resources that can be identified and mobilized to generate workable solutions to problems and accomplishments worthy of celebration.

The concepts inherent in the Hoosier Celebration '88 project provide an excellent opportunity for people and institutions to work together to achieve community and self-improvement. As citizens and agencies become involved in the decision-making processes, a climate of mutual respect, acceptance, and understanding of goals and differences often develop which can result in improved school/community relationships. Through cooperation and communication, the schools can form partnerships with

Continued on page 11

Hoosier Heritage is published monthly during the school year (October through May) by the Indiana Department of Education and the Indiana Historical Bureau. Communications should be directed to Evelyn M. Sayers, *Hoosier Heritage*, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204.

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Getting Started on Local Heritage Projects

By Evelyn M. Sayers
Education Coordinator for Hoosier Celebration '88

With the April issue *Hoosier Heritage* is four months old. The May issue will be the final one for the 1985-86 school year. Our goal in these five issues has been to begin to introduce Phase I of Hoosier Celebration '88 — re-discover the past. The January issue began with a discussion of the HC '88 four-step process to re-discover the special heritage of each community, define a vision or concept of the future which includes a special project to preserve that heritage, celebrate that heritage, and begin to shape a vision of an enriched future.

Communities and schools have begun the process, and from across the state we receive information telling us of success with past projects or the development of new ones. Other letters arrive asking how to get started or what type of projects to undertake.

In this issue we have printed a statement from a school superintendent who sees HC '88 as a way to enrich the partnership between the community and the school. Also included are some examples of present programs which are successful. The January through May issues of the newsletter will form a starter set of "how-to" lessons about community studies, the use of oral histories, using documents, lessons about folklore, and ways that architecture can aid in the process of re-discovering the past. The materials are not new to all teachers, but they can serve to rekindle ideas and interest.

All of these ideas are offered as suggestions. Each school and each community must make its own decision about how to study its heritage and preserve that heritage as a part of its plan for the future.

Committees of business and civic leaders, school representatives, church leadership, and willing volunteers are developing plans for community projects such as beautification of a main street, park development, restoration of public buildings, and new ventures for the improvement of the community for the future.

Schools tell us about oral history projects, video taping of histories of the community, compilation of family genealogies to contribute to the local library, profiles on historic figures, a community quilt, displays of crafts, and collections of old pictures. Together the schools and communities are undertaking a wide variety of projects to enrich the future. Some of the projects are long-range and involve the community and the school in critical thinking and problem solving discussions for growth and economic development plans.

In the March issue, we highlighted the Our Schools, Our Future Conference being held in Indianapolis on April 23, 1986. The participants will address the critical importance of the future of our schools for the 21st century. It is only fitting that as we attempt to envision the future, we strengthen our ties to the past. The link of past to present to future is vital to preserve the rich fabric of Hoosier values and traditions. As our students struggle with the problems of growing up, these values and traditions can be important in building character and teaching citizenship.

Beginning on page 4, are descriptions of projects from several schools. We welcome communications from all schools on a continuing basis about their projects.

Celebrate Our Historic Places

To focus attention on historic preservation's important contributions to American life, the National Trust for Historic Preservation has designated May 11-17, 1986, as National Historic Preservation Week, with the theme "Celebrate Our Historic Places, Our Past for Our Future."

The purpose of Preservation Week is to make the public aware of the major contributions historic places make to the prosperity of America's cities, towns, and rural areas and the quality of America's social and cultural life. Local preservation organizations all around Indiana will hold special events during Preservation Week which may be of interest to schools. Many will host special walking tours of downtowns or historic neighborhoods.

You can celebrate Preservation Week in the classroom by taking students on neighborhood tours, having speakers talk about local history and how architecture reflects periods of history, teaching architectural styles of important local buildings, and more.

The May issue of *Hoosier Heritage* will be a special expanded issue including lesson plans, suggested resources, and activities for studying historic architecture using local resources. The issue will give you many ideas for bringing Preservation Week 1986 into the classroom — to celebrate your community's own historic buildings and places and to teach about what makes them special.

Indiana Schools Rediscover Their Past

Left to right: Michelle Mickle as Lynn Anderson, Joe Riley as George D. Hay, and Lona Gregory as Loretta Lynn.

Attica Elementary School
Attica

Harold R. Long, Principal, reports that for Homecoming 1988 they will "Return to Nashville," reprising a 1980 Grand Ole Opry Christmas program. The program honors Attica native George D. Hay, who founded the Opry in Nashville, Tennessee. The pictures above are from the 1980 program. A committee of teachers is directing activities for 1988. An immediate project is development of an Indiana Gallery; photographs of notable Hoosiers will hang in the halls near the library so that students can become familiar with them.

Beiger School Media Center
Mishawaka

Loraine Marburger, Librarian/AV Coordinator, has developed a supplementary study unit on "Hoosiers Who and What" for the eighth grade English classes. The program promotes interest in Hoosiers and their accomplishments in various areas of literature. By being involved, students become more knowledgeable about their state as well as learning more about writing and the use of reference materials.

Bartholomew Consolidated School Corporation
Columbus

It Began With Bartholomew is a history of Bartholomew County written for use by fourth graders in that county by Candace Taff and Susanna Jones. The materials were developed as the result of a desire to have some reading about historic sites in that area which were fun and easy to read. The stories use real people and real events to tell interesting events in the lives of early settlers of Bartholomew County.

Custer Baker Middle School
Franklin

Teachers Larry Taulman and Don Wertz in 1975-1976 planned a social studies/science interdisciplinary course, and nearby Camp Atterbury was the focus. What resulted eventually was a publication in 1983 called *The Atterbury File*; it consists of the findings of students compiled from oral history interviews and other research.

Hoosier Storytelling Guild
Indianapolis

Founded in November, 1984, in Indianapolis, Indiana, the Hoosier Storytelling Guild is an association of people who share an interest in the art of storytelling. Members range from full time, professional storytellers to people who just love to listen. Meetings are a forum for the creative exchange of stories and the discussion of storytelling issues and concerns. The goal is to promote the art of storytelling in Indiana. Contact: Ken Oguss, 4420 Indianola Avenue, Apt. 3, Indianapolis, IN 46205.

La Porte High School
La Porte

David Reberg, Alan Brinklow, and Wayne Tarnow, teachers at La Porte High School, have produced a local history TV series to stimulate student interest and research in local history. The series has been used to inform and educate the general public as well as high school groups. (See Focus page 5)

Muncie Public Library
Muncie

The Muncie Public Library is involved in a project to convey the diverse ethnic heritage of the Muncie community. Every community has a rich ethnic heritage, as shown through its family histories, and Muncie is reflecting some of this cultural richness in a photograph exhibit, at the time of a community open house at the Main Library on April 6, 1986. The occasion is the completion of a $200,000 renovation of the 80-year-old building, the first structure in Delaware County to be listed on the National Register of Historic Places. At the same time, several cultural presentations will be held, conveying the rich fabric of ethnicity in the community.

John Strange Elementary School
Indianapolis

Judy Smith, a teacher at John Strange, has developed a packet of materials for a step-by-step process of

organization to help a teacher get off to a good start in establishing a Little Hoosier Historian chapter. The organization of a local chapter is entirely at the discretion of the sponsor. Many chapters are school extra-curricular clubs, meeting either on school time or after school. Some are classroom oriented and may include students from several grades. Contact the Indiana Junior Historical Society, 140 North Senate Avenue, Indianapolis, IN 46204 for information about starting a Little Hoosier chapter (grades 4-6) or a Junior-Senior Division chapter (grades 7-12).

Sunman Elementary School
Sunman

Linda Mills, Media Specialist, has developed a unit on local history, genealogy, and pioneer crafts. The unit encourages students to learn about their own personal history and the history of Ripley County. The unit includes a wide variety of activities and suggestions to help the students understand early pioneers in that part of the state.

University School
Terre Haute

The junior high English department has designed and is using with seventh and eighth grades a language arts, humanities, and social studies unit called "Our Town." The unit uses involvement, exploration, and projects to learn about Terre Haute, and has specific emphasis on the skills needed. Although there were some problems, according to Stanley R. Evans, "If one thing convinces the teachers of 'Our Town' that this is worthwhile education, that one thing is citizenship. The divorced, isolated, apathetic students of years past became responsible contributors. This year's class matured with surprising speed and—we can now say—grace."

Yorktown Elementary School
Yorktown

Mary Poston-Wolcott, Information Specialist, has developed a unit on agri-business. The unit offers a wide variety of learning activities designed to increase the understanding of agricultural data. Many of the materials are used to coincide with the Farm Festival held in Delaware County in March. For 1988, she is preparing materials on agri-business which will teach geography skills and knowledge of international business. That unit is titled "Indiana Farmers Feed the World."

Vincennes Community School Corporation
Vincennes

At the Tecumseh-Harrison school a grant has been received from the Indiana Arts Commission for an Artist in Residence. The artist, Richard Day, is working with the students in the area of historical drama, creative drama, folklore, and architecture. As a result of Hoosier Celebration '88, students are taking architectural studies a step farther and developing a slide series showing the architecture of Vincennes homes and businesses. This project is being designed for third grade students and includes a wide variety of activities. In addition to background information, reproducible materials are also being prepared for the teacher.

Continued on page 6

Focus on La Porte High School

Credit for the idea of making a television series goes to David Reberg, a teacher and counselor at La Porte High School. His idea was inspired by the possibility of receiving a grant from the Indiana Council for the Social Studies. After consulting with Alan Brinklow, social studies department head, and Wayne Tarnow, a social studies teacher, Mr. Reberg wrote out the proposal and submitted it to the Council. When La Porte High School was informed that it had received a $250 grant, the work officially began on the project.

Researching for a television history of La Porte became part of the curriculum of the U.S. History honors class under the instruction of Karen Alexander. The goal for the grant was to produce a project that could influence history throughout the state of Indiana, and interest students and residents in local history.

In working the project into the course, Karen Alexander set up several classroom goals. Two major goals were to get students interested in local history and to learn how to locate a variety of sources and blend these into a product that was informative, accurate, and interesting. The eighteen students working individually and in teams were: Wendy Allison, Kirsten Bauchrowitz, Amanda Baumer, Patti Bucheit, Tonia Burger, Kirk Gaw, Kristi Grott, Brian Happel, Carolyn Heuck, Lori Jessup, Mark Kosior, Eric Matthews, Kalvin Morrison, Dana Schmednecht, Mike Schultz, Laura Shufelt, Scott Siefker, and Fritz Warfield.

After several classroom activities to prepare the students they began their research on their chosen topics. They then wrote scripts for the production of their facts. At this stage they then began working with the students in advanced TV production. This class is instructed by Arnold Yarno. These people helped in developing the visual aspects of the television history.

These series of shows are now being finished and will soon be presented on the La Porte cable network. Copies of the tapes will also be available for use in the elementary schools.

Developing a history project like this is easy for any school to do even though it might not have the excellent facilities available to La Porte High School. The grant money was used to cover the cost of tapes and other materials including the production of a "How To Tape" which will be ready by fall.

As the teacher involved in this project, I can not begin to state all the educational experiences it provided for the students, the teachers, and members of our community. It has been a great experience and some type of local research project will be included in my curriculum from now on. It has created interest not only in our own community but an increased interest in Indiana and United States history.

Karen S. Alexander

Indiana Schools Rediscover Their Past

Continued from page 5

Wabash City Schools
Wabash

Ron Woodward, social studies teacher at Wabash Junior-Senior High School, has developed a program for the use of historic photographs in the classroom. The use of photographs in the classroom can be an intriguing way of comparing the past with the present. Each and every student will have his or her own impression of what is in a photograph because of each student's personal uniqueness. The intent of this project is to put copies of original source materials relating to the rich heritage of Wabash County into the hands of the students. See *Hoosier Heritage*, Number 3, page 7, for more information.

The 1913 flood, courtesy Wabash County Historical Museum, from Photographs — Windows to the Past.

Washington Elementary School
Tipton

Marlene Burns and Marna Stone, teachers, have brought Indiana homestyle cooking into the classrooms of their 4th grade students. They do outdoor cooking for Pioneer Day each spring and Indian Day in the fall. Favorite items include Buffalo Stew, Jerky, Sassafras Tea, Indian Fry Bread, Fruit Pies, Indian Pudding, and Apple Butter. Many of the recipes come from the *Fort Ouiatenon Cookbook*.

REACH: Resources Educating in the Arts, Culture, and History

One way in which a school/community might prepare for and get involved in projects which rediscover the uniqueness of their community is to apply for a REACH Bus residency. REACH: Resources Educating in the Arts, Culture, and History is a state arts in education program which explores the arts, math, science, and history with students through participatory experiences utilizing original works of art and museum artifacts.

Sponsored by the Indiana Arts Commission, the Indiana Department of Education, the Indiana State Museum, Vincennes University, and the Indiana Historical Bureau, the REACH Bus brings with it a ten-part exhibit focusing on "Indiana: Reflections of the Past — Images of the Future." The theme areas within the exhibit include The Indiana Limestone Story, Early Residents of Indiana, Indiana Outdoors, Creativity in Wood, Traditional and Modern Pottery, Fabric Design, Our Hoosier Heritage in Painting, Indiana Glass, Victorian Lifestyles, and Inventions and Gadgetry.

The bus is staffed by coordinator Celia Yohman and by artist-in-education Bonnie Maurer. There is a $750 fee for the residency. Twelve sites are selected each year for participation. Applications for the Fall of 1986 have a June 15 deadline. The final date for applications for the Spring of 1987 is October 15. Criteria for selection reflect the sponsoring agencies' goals to reach eventually all counties within the state, to establish communication with schools lacking the availability of easy access to state and metropolitan resources in the greater Indianapolis area, and to aid school personnel in planning for and implementing arts in education programming.

A three day residency includes class participation for 14-18 classes, each spending 100 minutes in the exhibit environment itself and in a creative writing workshop which follows; a workshop for teachers concerning the development of additional planning procedures focusing on local community resources; and a school/community reception to bring together all factions of the community in school support.

REACH encourages the use of local art and artifacts in the classroom to stimulate learning experiences in many subject areas. At some of the schools which have participated in the program or are preparing for it, school projects have included a quilt-making demonstration and show, a pit-fired pottery experience simulating that of prehistoric Indians, architectural exploration of the local community culminating in a drawing session on site, basketry and woodcarving workshops, and the collection of oral histories in student interviews with grandparents and local senior citizens.

Counties which have had or are scheduled to have REACH residencies by the completion of the 1985-86 school year include Lake, Marshall, Noble, Fulton, White, Cass, Randolph, Wayne, Fayette, Brown, Floyd, Dubois, Gibson, Knox, and Vanderburgh.

For more information contact: Celia Yohman, Coordinator, REACH Bus Program, Indiana State Museum, 202 North Alabama Street, Indianapolis, IN 46204; (317) 232-1636.

Folklore is both a simple and complex field. Because no one is folklore-free, and because folklore is communication-oriented, we are all members of various and often overlapping folk groups, and we use folklore routinely, whether we recognize it as such or not.

There are various types of folklore — called genre, and folklore functions within the cultural context of a specific group — either an affinity group (e.g., based on age, sex, occupation) or a birthright group organized primarily around race, ethnic origin, language, and religion. As members of these groups we share, encourage, and transmit folklore without an awareness of its classification or function. We tell jokes, use colloquial terms, share experiences, and hold common beliefs.

Folklore is virtually everywhere around us, and the easiest place to find folklore at first is to search your own background. Family folklore may be described as the stories and traditions shared by the immediate and extended families that revolve around everyday experiences and special occasions — birthday and holiday traditions, lullabies, and family stories.

Folklore calls up many images in people's minds, but it is much misunderstood and there are many misconceptions about it. First, folklore is neither true nor false by nature. Whether it is in harmony or incongruent with science or history is irrelevant; its significance is its presence and influence in people's lives. Second, the printed text of a song or a story alone is not folklore; it is only the remaining record. Folklore is both a kind of behavior (singing, playing, joking, quilting, cooking) and the outcome of that behavior (a song, a game, a joke, a quilt, a recipe). Third, folklore includes contemporary practices and expressions as well as "old-timey" or bygone ways; it is not time-bound. Tradition used with folklore really refers to the means by which folklore is communicated — by word of mouth or by example. Finally, foklore is not confined to a particular geographic setting nor restricted to a certain segment of the population. All of us participate in folkloric activity, whether we live in the city or the country, whether we are in the minority or the mainstream of American society.

INVESTIGATING Our Hoosier INHERITANCE

Number 4, April 1986

Folklore does have certain qualities. It is patterned or structured in form setting it apart from ordinary conversation or activity. It is generated and perpetuated in informal settings involving direct interaction among members of a group. Finally, folklore exhibits variation; it is shaped to meet the needs of the performer, the audience, and the situation.

Because of its nature and characteristics "Folklore dovetails perfectly with the study of Indiana history. The legends, crafts, customs, rituals, beliefs, music, architecture, and other folklore genres are the spice that adds flavor and meaning to the study of Indiana's earliest people as well as of our modern agri-business, industrial society" (Joe Mathias, principal, Darrough Chapel Elementary School, Kokomo).

The Source

This brief introduction and the exercises included here are excerpted from the *Folklore in the Classroom Workbook* (1985, Indiana Historical Bureau, 140 North Senate Avenue, Indianapolis 46204; copies unbound and three hole punched are $5 postpaid; a copy is available in each public library in Indiana). Four initial chapters introduce folklore. Folklore is next discussed in terms of subject area use: English and language arts, history and social studies, domestic life, mathematics and science. Three final chapters address "Making Sense Out of Contemporary Phenomena," using resources at the local level, and cultural diversity. Appendices deal with folk art, a selected bibliography, and some conversation/ preservation issues regarding paper documents. Annotated sources and exercises are provided with each chapter.

The authors of the workbook are Barbara Allen, Betty J. Belanus, Inta Gale Carpenter, Xenia E. Cord, Harry Gammerdinger, Susanne S. Ridlen, Catherine Swanson, and Christine Young. It resulted from a project funded by the Indiana Committee for the Humanities with support from the Indiana Historical Society.

Two New Resources

Folk Arts slide/tape programs are available for rental or purchase from the Indiana Arts Commission, 32 East Washington Street, 6th Floor, Indianapolis 46204. The four programs are Crafts in Wood, Graveyard Symbolism, A House and a Home: The Indiana I-House, and Folk Arts and the IAC.

Materials at Hand: Indiana Folk Crafts Today is a traveling exhibit that traces the origins of Indiana craft traditions to present-day craftspeople, continuing a folk craft tradition. The exhibition deals with fifteen Indiana craftspeople through photographs, excerpts from personal interviews and craftwork. It will be at the Anderson Fine Arts Center through April 20; it then goes on to Fort Wayne and other locations over the next year.

Folk Mathematics . . .

Objective:

- to help students develop the ability to use mathematics in everyday problems

Instructions:

Attaining this objective means more than just assigning word problems which use the mathematical techniques being taught. Students should be provided with the opportunity to deal with mathematics in their own environment in the same way as skillful adults do when confronted with a problem requiring mathematics.

Instead of relying only on textbooks and drill sheets, the teacher should encourage the students to formulate, attempt to solve, and explain their discoveries about mathematical questions arising in their own world. There are endless questions:

- How big is the classroom in area? In volume?
- What is the average distance a student travels to school?
- What is the average traveling time and cost to the school system?

Such problems not only require the use of mathematical functions but also develop the ability to know what information needs to be sought and what approximations will have to be made. Such exercises demonstrate that math may be applied to most real problems, requiring an intuitive sense beyond just the ability to multiply.

The methods of performing mathematical computations will always have to be taught as the groundwork for all mathematics, but the teacher should not stop there. By posing problems requiring folk math the teacher can show how mathematics helps us understand the world and make informed decisions. In addition, there is an aesthetic appeal in applying math to everyday situations and seeing how the world behaves in ways which mathematics can describe.

. . . and Weather Lore

Objectives:

- to learn traditional weather beliefs
- to attempt a systematic testing of them
- to evaluate their validity

Material needed: A bulletin board or similar means to display the weather predictions would be useful.

Instructions:

- Have students collect some traditional weather predictors from their family or other people they know. This exercise can be done either with short-term predictors (what the weather will be like tomorrow) or long-term predictors (how severe will the coming winter be).
- Students should then collect a number of weather beliefs and display them on a bulletin board.
- Using this list students should then make predictions of the coming weather.
- Students should evaluate these weather beliefs by keeping a record of how successfully each belief's predictions matched the actual weather.

For short-term predictors this exercise could be done over the course of several weeks, but for the long-term predictors it would take at least one season.

Modern Occupational Folklore

Objectives:

- increasing communication between students and their parents and parents' colleagues
- helping with career choices through better understanding of modern occupations
- understanding the types of folklore perpetuated through work settings

Instructions:

Students might begin with themselves, and their own families, to collect occupational folklore.

- First of all, they might want to write down (or better yet tell each other) what they know of the jokes, personal experience narratives, celebrations, rituals, pranks, xerox lore, "characters," or jargon connected with their parents' jobs. This presentation could be recorded.
- Secondly, they could interview their parents to expand and clarify their information.
- Next, they could interview their parents' co-workers and, if possible, visit the work place and make observations.

Questions of parents and co-workers could include:

- How does someone learn this job?
- What do experienced workers do to newcomers to make them become "part of the gang"?
- What jokes do the workers share?
- Are there special ways of celebrating holidays, birthdays, or other occasions on the job?
- What are the relationships between the "boss" and the workers?
- How has the job changed over the years?

If the work place can be visited, students should note the following:

- What type of cartoons/signs/xerox lore are tacked up on walls and bulletin boards;
- Where workers congregate on breaks, and who "hangs out" with whom during breaks;
- Physical arrangements of offices, desks, and other workspace;
- Objects on desks, windowsills, or bookshelves that personalize the workspace.

Students and teachers should be aware that some information collected may be sensitive or controversial, such as the "white collar crime" of bringing home office supplies; dirty jokes told in the workplace; or slurs on the character of bosses or co-workers. Students should be encouraged to collect this information when it is relevant, but warned to treat any delicate information professionally, i.e., by using pseudonyms to avoid incrimination and hurt feelings.

After the collection and analysis are completed for individual occupations, students could compare their findings and talk about the values reflected in the folklore of specific occupations, the self-images conveyed, and the "characteristics" of the different jobs. They will have gained an insider's view in the process.

Peforming Folklore

Objectives:

- to promote appreciation of folklore
- to provide students with performance experience

Instruction:

- Folklore Extemporaneous
  1. Divide the class into teams with four students on each team.
  2. Place pieces of paper containing the names of folktales and legends or the texts of proverbs in a box.
  3. Have one student from each team draw a piece of paper from the box.
  4. The teams each have 15 minutes to prepare a skit based on the item they have drawn from the box.
  5. Students are allowed to refer to the text of their folktale or legend during their preparation.
  6. Skits are then performed for the class.
- Folklore Dramatization
  1. Choose a folktale or legend to dramatize for other classes or for the school.
  2. This is a cooperative effort. Some students will act, others will work on the production crew.

Folklore and Reading

Objectives:

- to encourage appreciation of folklore
- to provide students with practice in perceiving folklore themes and structure in modern form
- to encourage reading

Instructions:

1. Discuss the definition of folklore with students.
2. Ask students to find one example of folklore content or structure in a modern form. Some suggestions are:
   - a popular song in ballad form
   - use of dialect or regionalisms in a novel, short story, or poem (Suggestions for this example include any of the fiction of Mark Twain, the novels of Willa Cather, and the works of Indiana author Jean Shepard. School or local librarians may have other suggestions, appropriate to various grade levels.)
   - a play, movie plot, or television program that contains elements of the folktale; there are 31 potential episodes given in the workbook.
3. Students should be able to explain (orally or in writing) why their example is a use of folklore in a modern form.

Gravestone Studies

Objectives:

- participation in a project useful in a number of disciplines
- close observation of an excellent source of cultural information
- learning more about the history of the local area

Instructions:

- Guide to Gravestone Rubbings

This project is useful in the study of local history, religious symbolism, epitaphs, art, carving styles, genealogy, and other aspects of social history.

A trip to the cemetery may take two hours or more depending upon the distance traveled and the number of stones each student will rub. A good rubbing may take an hour. The teacher is advised to do a rubbing prior to the field trip, so that the students can see the finished product prior to the cemetery visit. Since the gravestone rubber will be sitting on the ground during the course of preparing and rubbing the stone, jeans and tennis shoes are suggested. Also precautions should be taken against poison ivy.

The materials needed for gravestone rubbing include paper (sheets of rice paper, a roll of unprinted newspaper, or white shelf paper), wax crayons or a black lumber crayon, and masking tape.

The steps for a rubbing are as follows:

1. Select a very smooth stone, e.g., slate, granite, or marble.
2. Carefully clean off any foreign material on the stone. BEWARE NOT TO DEFACE THE STONE IN ANY WAY.
3. Tape the paper to the stone.
4. Rub the crayon over the entire surface of the paper. DO NOT GET ANY CRAYON ON THE STONE.
5. Remove all the tape from the paper and stone.

The stone rubber now has an attractive piece of art, as well as a piece of local history. Upon returning to the classroom the students can discuss the various designs, shapes, epitaphs, and life spans of the deceased recorded on their gravestone rubbings.

- Grave Registration Project

A more involved gravestone project for a junior high or high school class would be to develop an archive of grave registrations for a township or a county.

A grave registration project involves history, research, archiving and interviewing techniques, English, genealogy and family heritage, art, typing, and community responsibility.

Research should begin by discovering all the cemeteries in the township or county to be studied. Early county maps, county atlases, county highway maps, local histories, and deed records are useful for locating old cemeteries. The teacher or students should check with the local historical society, genealogy club, and local courthouse to determine if the cemeteries in the area to be studied have been registered.

Upon determining which cemeteries have not been registered, mark the sites on a map and prepare for the fieldwork project. All participants should be aware of the importance of the project and the care to be taken in the preservation of the stones. The students should copy down everything inscribed on the tombstones on 4 x 6 index cards. Accuracy and completeness are essential. Upon returning to the classroom the cards are alphabetized, and the information transcribed to sheets of paper. The handwritten pages may be placed in a loose leaf notebook and typed as a typing class exercise. A long range goal of the project would be to publish the findings of the cemetery study. The local historical society or library may be interested in aiding in producing the final product. Copies should be made available to the historical society, the local library, the county clerk, the local genealogical society, and the sextons of the various cemeteries archived.

Modern Teenage Folklore

Objectives:

- becoming aware of one's own peer group folklore
- examining modern themes in teenage folklore
- exploring modes of interaction, social and aesthetic values, and topics that cause students anxiety

Instructions:

Teenagers could be asked to construct a repertoire of their own currently circulating folklore. What jokes, legends, and stories are they telling each other; what graffiti adorns the bathroom walls; what songs or parodies do they sing at parties; what are their superstitions, customs, rituals, games; what is the most current jargon?

Students may collect this information from themselves, from each other, or from students in other grades or schools. Students should be encouraged to collect the information in natural settings: on the school bus, in the lunchroom, at athletic meets, in the locker room, at the local "burger joint," etc.

The teacher may wish to devise a list of "folklore to look for" before collection begins. (Students may be involved in the formulation of this list in an in-class "brainstorming" session.)

When collection is complete, this repertoire can be analyzed in terms of frequency of certain forms, their duration, the style and form they take, how they are transmitted, their meaning, the symbolism they use, their function and situation of use, their intended audience.

Understanding Anxieties

Objectives:

- learning to deal with the anxieties of modern life creatively
- examining all angles of issues that frighten or concern young people today

Instructions:

Students should be asked to pick an area that causes them particular anxiety—such as illness, criminal attack, old age, rape, death, or nuclear attack. They should then be encouraged to gather folkloric materials in appropriate institutional settings—hospitals, police stations, retirement centers, women's shelters, hospices, and funeral homes.

If it is not possible to visit institutions, or if students have anxieties not connected to an institutional setting, they should be encouraged to combine interviews with other concerned individuals (students, parents, relatives, etc.) with library research on the topic, and folklore perpetuated about the topic in print and electronic media.

After collecting data, students should write a report and/or give an oral report on how the folklore about the topic helped them come to terms with their anxiety.

This exercise may be simplified and shortened for use in classes of younger students. For instance, the teacher can devote one class session to a discussion of "the things we have heard" about such topics as muggings or nuclear melt-downs, explain which have basis in truth, and how all of them express attitudes and beliefs about modern problems.

Investigating a Folk Culture

Objectives:

Many of the students in your classes are members of birthright folk culture groups. These students may be perceived as minority group members, or as a marginal part of the community's structure. Such students can be assisted in

- *Isolating* their unique cultural heritage from mainstream popular culture,
- *Distinguishing* their groups' common heritage as a system they can recognize,
- *Examining* their own traditions, and
- *Appreciating* the coherence of their tradition.

This sharing may bring academically or socially withdrawn students into the mainstream. Other students may learn to understand and appreciate the divergent cultures from which their peers come, while sharing their own traditions.

Suggested projects

- Begin an investigation of different cultural backgrounds by examining students' last names for clues to ethnic origins, old family occupations, early loyalties. Local cemeteries may suggest ethnic orientation. Ask among the students if any live in ethnic neighborhoods or communities, or if they are racially united with others who share their heritage. (Cross-cultural and cross-racial adoptions may affect this kind of investigation.) Once a folk group—or several—have been identified, students who are participants may investigate such aspects as foodways, language, ethnic crafts, ethnic celebrations, and religion. They may wish to bring examples to class, or to have adults come in to demonstrate.
- Awareness of a folk culture group in the community may provide an opportunity for investigation and education. Students may divide into teams. The classroom teacher may wish to initiate contact with the folk community, or may initiate a newspaper interview in which the students' projects are described. Once the folk community understands the students' need to understand, it may welcome teams into the area. One student may wish to interview an informant and ask questions while the other operates the recording equipment and takes pictures. Later they may trade places. The material they collect should be used to help students understand the different cultural backgrounds from which people come.
- All of us came to this country from someplace else unless we have American Indian ancestors. Students can do a personal genealogy, asking available relatives how the family decided to immigrate, where they came from, what sorts of problems and situations they had to overcome in the process of acculturation. If the immigration occurred in the distant past the students may also do historical research to determine, if they can, what social, political, economic, and/or religious situations might have led to the immigration. Students unable to do this sort of research on their own backgrounds may be able to find a recent immigrant whose decision to relocate can be sensitively investigated.

HC '88 Update

Continued from page 1

to encourage Hoosiers to focus on our rich heritage and use it as a stepping stone to a brighter future," Governor Orr said at the March 17 news conference announcing the relationship with Union Station.

Of course, Union Station is one of the largest projects that will be associated with Hoosier Celebration '88. Smaller projects completed around the state will be just as important if they meet the needs of their communities. The program emphasizes the importance of developing projects that will help each community realize its personal potential for the future.

Another event that exemplifies the Hoosier Celebration '88 spirit is the Indianapolis Fourth of July festivities. Starting this year, the Downtown Promotion Council and Hoosier Celebration '88 will join with the Indianapolis Jaycees in sponsoring the Fourth of July celebration. Through this cooperative effort, statewide resources can be brought to the event, and the celebration can continue to grow year after year. This summer, besides the traditional fireworks display, a two-day downtown celebration is being planned. New events include a carnival, a craft show, a volleyball tournament, and performances by the Peru Circus and other entertainment.

Governor Orr unveiled the concept of Hoosier Celebration '88 during his second term inaugural address. Hoosier Celebration '88 has four phases. During the heritage phase, communities will research their special history and traditions. During the vision phase, communities will plan and organize a community improvement project consistent with their heritage. During the project phase, they will complete the planned project. In 1988, communities will host festivals, reunions, and homecomings for the celebration phase. These celebrations will commemorate the completion of community projects and symbolize each community's progress as a center for Indiana's future.

"Bury Me in a Free Land"
The Abolitionist Movement
In Indiana, 1816-1865
at the
Indiana State Library
Great Hall Exhibit Area
140 North Senate Avenue
Indianapolis, Indiana

Open Monday through Friday
8:30 a.m. - 4:30 p.m.

Special group tours available
by appointment
Call 317-232-2535

"Bury me in a free land"

Free catalog available by mail for $1.00 from Indiana Historical Bureau, 140 North Senate, Indianapolis, IN 46204.

An Administrative Perspective

Continued from page 2

civic, business, cultural, and lay leaders, as well as other community and state agencies, organizations, and institutions that will be lasting and beneficial to the entire community for years to come. These partnerships can develop and strengthen the vital relationship, mutual dependence, and fundamental linkage between the school, home, and community in all phases of human growth and community improvement.

Hoosier Celebration '88 may be the vehicle to motivate little towns and communities across the state to rise up and create a revitalized future. The schools can and need to be central to this effort.

Hoosier Heritage
Subscription Blank

County_____ Grade_____

Subject Area _____

_____
Name (Last, First, Initial)

_____
Corporation, School/or Business Name

_____
Street Address or Post Office

_____
City State Zip Code

Comments: _____

_____

Please return to Evelyn M. Sayers, Indiana Department of Education, 229 State House, Indianapolis, IN 46204.

Newsprint and New Beginnings

The Pennsylvania Packet, the first daily newspaper in America, was printed in Philadelphia from 1771 to 1790 by John Dunlap, official printer to Congress. The newspaper reported both domestic and international news for the Revolutionary War generation and contains the first extant public printing of the United States Constitution and one of the first public printings of the Northwest Ordinance of 1787.

The bicentennial of both of these significant documents will be celebrated in 1987. In recognition of this important bicentennial, the Indiana Historical Society has initiated the *From the Packet* series. Each month through 1987 excerpts from two hundred years ago in *The Pennsylvania Packet* will be printed in *Hoosier Heritage*.

In conjunction with the *From the Packet* series, *The Pennsylvania Packet* is presently on display in the Indiana State House as part of the exhibit "Newsprint and New Beginnings: *The Pennsylvania Packet* and the Era of the Northwest Ordinance and the United States Constitution, 1786-1787." Each week throughout 1986 and 1987 six issues of the newspaper, corresponding to the month and date in our present calendar, are on display outside of the Supreme Court, Third Floor of the State House.

For more information contact the Indiana Historical Society at (317) 232-1882.

PRINTED IN *THE PENNSYLVANIA PACKET*—APRIL 24, 1786

Hartford, April 10

Extract of a letter from a gentleman in New-York, to his friend in this city, dated March 28

The senate of New-Jersey have rejected the money bill, and the people are clamourous for paper money. So violent are people in some parts of the state, that as soon as the legislature rose, they began to nail up the court-houses. The people, in the madness of poverty, do not reflect, that frugal industrious men are seldom distressed for money; that if ever so much paper be issued by the legislature, they cannot procure it without produce; and that if they have produce, they can now sell every article of it for cash, and at a good price. In short, they do not reflect, that it is our expensive manners, our bad policy, the clashing measures of different states, and the weakness of our federal government, which produce the evils complained of and that paper currency will not remedy them. Young men, who cannot pay a washing bill once in six months, will go to plays three times in a week; and ladies, whose husbands and parents are obliged to borrow market money, will expend a hundred dollars a year in buying feathers.

Hoosier Celebration '88

For more info. . .

. . .Call our toll-free number

1/800/982-4764,

or write to:

Hoosier Celebration '88
Room 206, State House
Indianapolis, IN 46204-9990

John Hammond, President & CEO
Rob Meyne, Executive Director

Constitution Workshop

"The Constitution in American History: Teaching Strategies and Materials" is a workshop for teachers and parents at the State History Day Contest in Bloomington, May 17. There is no fee, but preregistration is required. Contact the Indiana Historical Bureau, 140 North Senate, Indianapolis 46204; 317-232-2537.

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204

Number 5, May 1986

Hoosier Heritage

PAST ◆ PRESENT ◆ FUTURE

Robert D. Orr, Governor

Historic Preservation in Indiana

Historic preservation in Indiana has a shorter formal history than in many states, but Indiana preservationists are an active and vocal contingent. At all levels government and private organizations are working to save and to use the most visible remains of Indiana's history — the built environment in all of its various facets.

State authority is vested in the Division of Historic Preservation and Archaeology, 202 North Alabama Street, Indianapolis, IN 46204; 317/232-1646. This division also administers federal programs in Indiana: the National Register of Historic Places, National Park Service grants, environmental impact requirements, and tax certifications for investment tax credits for rehabilitation. State programs include the Indiana Register of Historic Sites and Structures and the Indiana Historic Sites and Structures Inventory program. Public information and assistance is provided on all aspects of historic preservation.

Historic Landmarks Foundation of Indiana, Indiana's only statewide preservation organization, is dedicated to promoting preservation, conservation, and restoration as the best means of sustaining the quality of the state's historical and architectural resources. The size and scope of Historic Landmarks' services make it one of the nation's most respected preservation organizations. The Foundation's comprehensive services include professional consultation on historic architecture and preservation matters, technical advice on restoration, extensive publications and educational programs, an information center, architectural surveys, revolving loan funds and other funding programs, and an Indianapolis-based tour service. The 3,000-member nonprofit foundation maintains its headquarters in a restored landmark, the former Waiting Station of Crown Hill Cemetery in Indianapolis. Staffed regional offices in Cambridge City, Indianapolis, Jeffersonville, South Bend, and Greencastle extend Historic Landmarks' advisory services and programs throughout the state.

There are throughout the state many communities with local government preservation functions. In addition, there are local private, nonprofit preservation groups, individuals, and museums in historic homes, for example, that provide impetus and expertise near at hand. A new directory of preservation organizations issued by Historic Landmarks Foundation lists eighty-seven such contacts.

HC '88 Logo Contest

We had planned to announce the winner of the logo contest in this final newsletter for the school year.

The response to the contest was overwhelming, and it has required a lot of time to properly judge the entries.

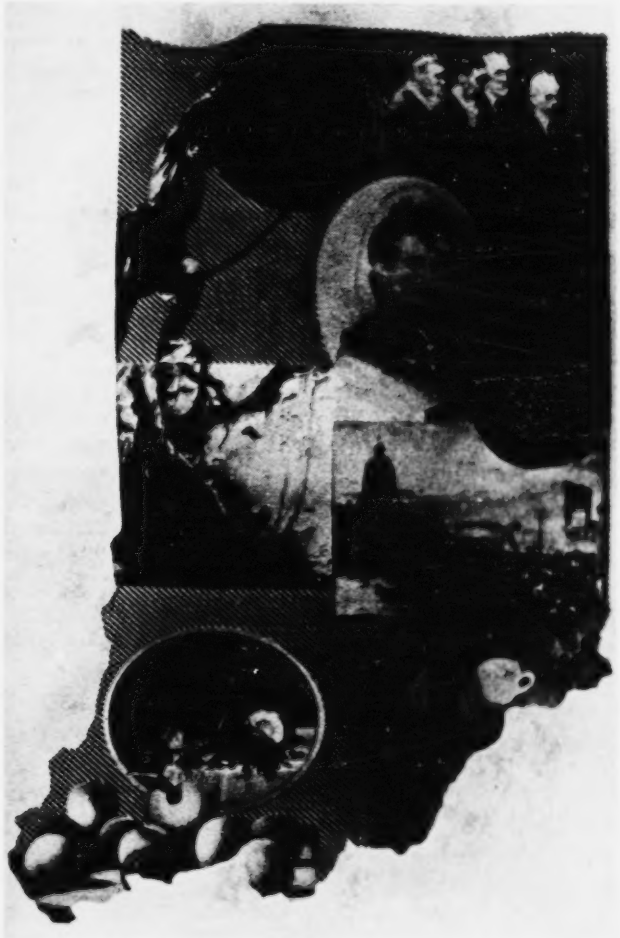
Once the final selection of the winning entry is made an artist will complete a professional rendering suitable for widespread use. At that time each person submitting an entry will be informed by mail of the decision.

In the fall, the HC '88 logo will be added to the front of the newsletter.

A formal announcement of the name of the winner will be given as soon as possible.

ART SMART: INDIANA

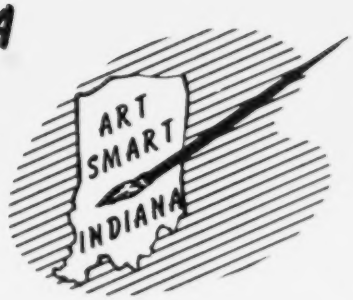
Guide to Art Smart: Indiana was recently unveiled in Indianapolis and Lafayette by the Greater Lafayette Museum of Art (GLMA) and the Indiana Historical Bureau, State of Indiana. This 200 page publication complements and completes a multiuse educational enrichment program begun in 1983 by the GLMA. The complete program consists of 155 numbered slides in plastic sleeves and the guide in an attractive notebook.



The Art Smart: Indiana *cover art depicts the variety of the content. Design by Caroline Kahler; photograph courtesy the Greater Lafayette Museum of Art.*

Hoosier Heritage is published monthly during the school year (October through May) by the Indiana Department of Education and the Indiana Historical Bureau. Communications should be directed to Evelyn M. Sayers, *Hoosier Heritage*, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204.

The contents of *Hoosier Heritage* is not copyrighted unless indicated on individual items. It is appropriate, however, to credit original sources as well as *Hoosier Heritage* when reproducing items from this publication.



Authored, curated, and compiled by Susan O. Chavers, curator of collections and registrar of the GLMA, *Art Smart: Indiana* has been used in the schools of Tippecanoe County and surrounding counties since February, 1984. Docents from the GLMA have successfully presented the program in the schools and to adult audiences in various settings.

According to Laurie Bailey, *Indiana Arts Insight*, "fourth grade students, or anyone interested in the history and heritage of Indiana, begin to gain a new perspective of the State and its art. They see pieces of Indiana — its land, people, and history — as the eyes of artists saw them, as the artists thought and felt about them. Not merely photographs, or facts and dates, these works of art are expressions of feeling, thought, and opinion about a world and events not too dissimilar from that of the students themselves. In the case of many of the Indiana landscape paintings, photographs of the same landscape as it appears today are included, presenting yet another view of the past — an impact of changes both explicit and dramatic."

Susan O. Chavers developed the project with the goal "that teachers, docents, and other interested persons can give, not only fourth graders, for whom this program was originally developed, but all age groups a pride in their state — Indiana."

Art Smart: Indiana is a visual means of learning about art appreciation and the culture and history of Indiana. The slides provide a chronological survey of art, architecture, and objects from 1800 to the present. Various lists, finding aids, and other resource information have been provided in appendices to enlarge upon certain topics and to enable one to use the slides with ease in various ways.

Tom Schorgl, Executive Director, Indiana Arts Commission, has praised the program as "a type of progressive and comprehensive educational approach that moves art education from sideline instruction to core instruction and produces a balanced plan for school curriculums."

Art Smart:Indiana is available for $200.00 from the Greater Lafayette Museum of Art, 101 South Ninth Street, Lafayette, IN 47901; 317/742-1128. Copies of the Guide are available separate for $10.00. Tax and shipping are extra.

INVESTIGATING Our Hoosier INHERITANCE

Number 5, May 1986

Historic architecture is a mirror to our past. Old buildings which have been preserved show the development of each Hoosier community, reflect unique regional or local building techniques, and stand as examples of the work of important Hoosier architects, craftsmen, and builders.

The study of buildings in a neighborhood or downtown can bring the study of local history alive; the study of historic preservation can instill a new appreciation for local landmarks as well as irreplaceble pieces of each town's history. "There are many reasons to introduce historic preservation to children. Children who understand how their neighborhoods have evolved and the style and materials of the buildings will always carry a respect for these areas and a concern for their upkeep" (Antoinette J. Lee, "Fund Aids Education Programs," *Preservation News*, July, 1979).

On a basic level, an exposure to local architecture can develop and improve observation skills and teach the basics of geometry and shapes. On a more advanced level, students learn to appreciate architecture by learning about building materials, architectural styles, architectural details, and the people who designed and built buildings in each historical era.

In order to study local historic architecture, teachers will need to provide a basic background to students of all levels. "The emphasis in built environment education is on active participation in the immediate environment of the school and local community. Although books can supply much background, the classroom, the playground, and the neighborhood offer an opportunity to learn through direct experience — by investigating, questioning, classifying, synthesizing, and problem solving" (Aase Eriksen and Valerie Smith, "Art Education and the Built Environment," *Art Education*, September, 1978).

Summer is a perfect time to prepare for a fall unit on local history and architecture. Summer preparations can include taking slides of local landmarks or local examples of major architectural styles. It is a great time to visit local libraries, museums, and historic house museums to see if there are special local resources available such as city directories, centennial celebration booklets, or booster books which give clues to buildings' histories and to owners of important buildings. During the summer, teachers can prepare routes for walking tours or neighborhood "mystery tours" in which students search for specified architectural details on buildings along a tour route.

"My House — Our Town," an educational conference sponsored by Historic Landmarks in April 1985, featured a field trip exercise in the Massachusetts Avenue area of Indianapolis. Courtesy HLFI.

Some Sources:

This issue of *Hoosier Heritage* includes a special insert, "On The Street Where You Live," that can be used by elementary and secondary students as a supplement to a walking tour or unit on a town's history and architecture. Additional copies of this supplement are available from Historic Landmarks Foundation of Indiana. Note also the resources listed.

Historic Landmarks' Affiliate Council also recently produced the *Architecture Education Resource Guide*, available free upon request to Indiana educators. The twenty-one page guide lists architecture curriculum materials, general support materials, such as architectural style guides and histories, local and statewide organizations which might be of assistance, and local resources to look for in your own community.

Also available from Historic Landmarks is the *Indiana Preservation Directory* listing more than ninety local historic preservation organizations, historic district commissions, and downtown organizations. It is available for $1.00 prepaid.

Teachers might consider using Historic Landmarks' Information Center located at the Foundation's headquarters office at Crown Hill Cemetery. It is a preservation and restoration research library. Though not a lending library, many architecture curriculum materials are available for reference in the Information Center. It also has an extensive collection of audiovisual and education materials which are available for loan.

One extremely useful document is the interim report issued for counties surveyed through The Indiana Historic Sites and Structures Inventory. The goal is to survey all ninety-two counties; to date thirty-seven counties and six cities have completed surveys. Local planning agencies use the reports for National Register nominations. Tours can be developed from them, and some teachers have used them as instruction tools. An informative brochure about the program is available from the Division of Historic Preservation or Historic Landmarks Foundation. The interim surveys are generally available for sale.

Lisbeth Henning, Director of Community Services, Historic Landmarks Foundation of Indiana, has authored this introduction. She can be contacted at HLFI, 3402 Boulevard Place, Indianapolis, IN 46204; 317/926-2301.

Lessons on Preservation

The following are outlines for detailed lesson plans being developed by Historic Landmarks Foundation of Indiana Affiliate Council. Anyone who has developed such plans is invited to contact Lisbeth Henning, HLFI, 3402 Boulevard Place, Indianapolis 46208.

Our Town Revisited

Grade Level: Upper Elementary and Middle School

Topic: "Our Town Revisited"
Interdisciplinary, week-long unit studying the history of one community. Use during National Historic Preservation Week in May or some occasion such as the community's anniversary.

Objectives:
1. To learn about the history of one's own community.
   - architecture — old and new
   - people
   - government
2. To become aware of historic preservation and its purposes.

Materials & Visuals: See *Architecture Education Resource Guide* prepared by Historic Landmarks Foudnation of Indiana; also use slides of local historic buildings, historic photographs, county and city histories.

Presentation:
- Interdisciplinary, school-wide unit:
  Art: architecture of community
  Science: study fossils and artifacts of community
  Home Economics: food and dress then and now
  English: literature and poetry of then and now
  History: government, growth of city, and community development
  Mathematics: graphs and charts of city's development, such as population, housing, etc.
- Each content area will have a vocabulary list.
- Architecture activities may include: drawings of own house or historic house, slide show of local historic buildings, hand-outs depicting architectural details, design own historical home, etc.

Evaluation:
- Develop a pre-test in each content area.
- At end of unit, have schoolwide historical day with costumes, exhibits, activities, foods, walking tours, program with period music, folk tales, historical re-enactments, etc.
- Readminister pre-test.

Our Community--Then and Now

Grade Level: High School

Topic: "Our Community — Then and Now"

Objectives: To correlate the architecture of one's community with the growth and development of the community.

Materials & Visuals: See *Architecture Education Resource Guide* prepared by Historic Landmarks Foundation of Indiana; also use relevant local materials.

Presentation:
1. Discuss materials available for research.
2. Select a project after forming groups:
   - Research the history of a house in the community. Why was this house built? Who lived in it? Who built it? etc.
   - Survey a district. Make a map, choose a historic name for it, color code all buildings based on building condition, integrity, architecture, etc.
   - Research business district or one commercial building. Determine why and how the building was adapted to modern needs.
   - Write an imaginative story with an old house as the central character; describe what it was like when it and the neighborhood were built and what happened to it over the years as different people lived in it and it grew old.
   - Make a videotape — interview an older resident of the community talking about the person's remembrances of the community through the years; perhaps have the person give a walking tour describing changes that have occurred in the town.
   - Make a computer program of historic sites in the community.
   - Create your own project based on local needs.
   - Discuss the materials and technology used to build old buildings. How do they reflect particular times in history.
   - Pick a favorite architectural style and show community examples of that style.
3. Write letters to local newspapers concerning possible demolition of an historic building or the community's preservation needs.
4. Roleplay the pros and cons of restoration vs. demolition of a local structure based on economic, historical, social, and aesthetic considerations.

Evaluation: Each student group would be required to give a presentation of its report or project to a community group.

From the Field

Landmark Tours
Indianapolis

To enrich childrens' understanding of architecture and preservation, history, and the urban environment Historic Landmarks Foundation of Indiana has designed several entertaining programs that make ideal field trips for school children of all ages. Historic Landmarks owns and operates the Morris-Butler House Museum and Landmark Tours, both of which offer a variety of specialized programs for grades 1 through 8. Walking tours of Indianapolis correlate with curriculum and are designed for three levels within that range. Landmark Tours, 1028 North Delaware Street, Indianapolis, IN 46202; 317/639-4646.

The Morris-Butler House, 1204 North Park Avenue, Indianapolis, IN 46204 (317/636-5409) offers programs that draw upon its period 1850-1880. It is a lavishly restored museum of mid-Victorian decorative arts.

Central Catholic High School
Lafayette

"An Architectural Treasure Search" is the title of a unit for secondary students developed by Mary E. Anthrop. A unit on local historical architecture offers unique opportunities for teachers and students who wish to use the local community as an historical resource. In most communities a variety of historic houses, storefronts, and civic buildings remain for study. Most communities also have research resources available.

Both teacher and student can benefit from an examination of local historical architecture. After completion of the unit activities, the participants should have gained a knowledge of "history through architecture" in a "Then and Now" comparison of structures and neighborhoods; developed a greater awareness of earlier architecture in the community; developed the ability to see architectural detail; and as citizens become more intelligent preservers and caretakers of the historical environment.

To encourage this growth in architectural awareness, the activities in the Lafayette unit include, an architectural community treasure search; a slide show on architectural styles and their variations in the Lafayette community; an architectural style identification and location exercise; and an evaluation of the changing community scene.

Focus on *The Atterbury File* *(see HH, No. 4)*

The goal of *The Atterbury File* is for students, ages 12 to 14, to "take-on" more responsibility for their own education by preserving and sharing some of this interesting story before it is all lost forever.

The investigative students from Franklin, Indiana along with their teachers worked hard to make *The Atterbury File* an interesting and accurate account of the people, their lives and activities. The Custer Baker Middle School Family of students, staff and administrators is proud to share with you, part of the knowledge they were able to preserve for others.

Young researchers from Franklin, Indiana, armed with note pads, cassette recorders, and an enormous amount of curiosity collected information through documented research and oral interviews. The excitement of researching and discovering was enhanced by the idea that this knowledge would be shared with others. These 12- to 14-year-old students from Custer Baker Middle School were anxious to learn anything and everything about the area.

Some of the students spent hours in city, county, and state libraries viewing microfilm of old newspapers and magazines. They used documented research techniques to interview persons who lived on farms, and those who lived in the Kansas or Mt. Pisgah neighborhoods before the Federal acquisition of what is now known as Camp Atterbury. The boys and girls who interviewed those who have had a direct relationship with Camp Atterbury as a military facility and those people who are currently responsible for land use. Most of the students were released from a portion of their daily school periodically to work on the project. All of the young authors invested "out-of-school" time working on the project. The students made contact with their project coordinators, Larry Taulman and Don Wertz, between classes in the school halls, before and after school. There was never a class established for the project, and students faded in and out of the project as their work was completed. All students were voluntary participants and were responsible for their other school work while working on the book. The hard working students received no grade for their work.

After carefully organizing what they had learned, the students compared their compiled information. While evaluating and organizing the material, rational decisions had to be made. Some decisions were made by the individual, others by groups of various sizes. These problem-solving decisions were based on accurate, usable records shared by the group.

The students learned to become more efficient by budgeting their working and writing time. These youngsters developed better listening skills and more social sensitivity while working on the project. More self-confidence and pride began to surface as the researcher completed a specific task and shared this information with various adult service organizations throughout the Johnson County area.

High school students learned specific vocational skills from this project. Wayne Martin and his students from ten area high schools who attend Central Nine Vocational School accepted great responsibility with this book. These students received experience in typesetting, layout, paste-up and camera work while working on *The Atterbury File*.

Don G. Wertz

Living History in the Classroom

By Kevin Stonerock
Program Coordinator, Indiana Junior Historical Society

Living history is an excellent supplement to traditional studies in the classroom. Most people — but especially children — tend to remember more of what they see and experience.

Both teachers and students can become involved in living history. Several teachers in our program have researched and portray their own historical characters, much to the delight of their students and often to the amazement of other teachers and administrators.

As a class or individual student project, however, preparing for a living history presentation is a learning experience in more ways than just the obvious. Not only do presenters become versed in their area of study, but preparing for a presentation improves library skills, research techniques, and oratorical skills. It also requires the presenter to use a certain amount of creativity.

Depending upon the grade level and the time available, individual students can select and research their own characters for a one-person presentation. The class as a whole could also research a person or family or a group (such as community founders) and share the tasks of research, costume design, script writing, and performance on a collaborative basis.

Selection of the character is an important consideration at the local level. The teacher should discuss possibilities of sources and characters with some local "authorities," such as the librarian, county historian, museum curator, or county official, so that student efforts will bring positive results.

The following guidelines may be useful to students or teachers who want to do living history. The choice of subject matter is as broad as history itself. The time period and character chosen should be of interest to the presenter in order to get the best results.

Kevin Stonerock spends a great deal of his time doing living history for young people. At the present time, he portrays three different characters dealing with Indiana history: a fur trapper circa 1810, a Hoosier Civil War soldier, and a Scottish fur trader circa 1765. These programs are provided on a limited basis only to affiliated clubs of the Indiana Junior Historical Society.

The Indiana Junior Historical Society is a federation of history clubs throughout the state of Indiana. The IJHS is divided into two divisions. Little Hoosier Historians is for grades 4 through 6, and the Junior-Senior division is for grades 7 through 12. For information about joining the IJHS, write to: Indiana Junior Historical Society, c/o Robert W. Kirby, Director, 140 North Senate Avenue, Indianapolis, IN 46204.

Preparation for a Presentation

While preparing a living history presentation, it is important to consider as many facets of your character's life as possible. Even a small sampling of various subjects pertaining to your character goes a long way toward making a well-rounded performance.

Listed below are a few points you may wish to consider prior to researching a character for a first person living history presentation. The word "you," of course, refers to the character you will be portraying.

- When and where were you born?
- What types of childhood experiences did you have?
- What modes of transportation do you use?
- What types of food do you eat and how are they procured?
- How much do common articles you need cost? (Storekeepers' day books are a good source for this information. They also give a good idea of what types of articles were available during the period in question.)
- What types of sickness do you face, and how do you treat these maladies?
- Where do you obtain the articles that you need?
- What type of currency, if any, do you use?
- What do you do for recreation?
- What are your opinions on political questions of the day?
- Who are the leaders and influential people of the day?
- Are you superstitious? What are some beliefs or stories that you know?
- What are your plans and goals?
- In what type of dwelling do you live?
- Did you attend school?
- What songs do you sing or like to hear?
- Are you married? Do you have children?
- What kind of accent do you have?
- What slang expressions are commonly used?
- What dangers and conflicts do you face, and how do you deal with them?
- If you have enemies, how do you feel about them?
- What are some of your everyday experiences and duties?

These questions are designed to be used as guidelines for research. It is not necessary to become a complete authority on your subject in order to make history come to life.

Suggested Presentation Outline

Introduction
- Background of your character — Discuss personal events, activities, or occupations that made your character interesting and worthwhile for study or investigation.

Demonstration and Explanation
- *Demonstrate* and *explain* any equipment that is pertinent to your presentation.
- Discuss your costume pointing out its special features or characteristics.

General History Surrounding Your Character
- Discuss a few of the historical events or situations (political, economic, or other) that are affecting your character's life.

Continued on page 7

Why Study about the Past When You Can Study about Space?

In preparing for this issue of *Hoosier Heritage*, the Teacher in Space unit from the January issue of *Social Education*, the monthly publication of the National Council for the Social Studies, came to light. The teaching unit consists of a variety of activities to aid in teaching about space. The vocabulary lists for the unit listed space terminology such as: geosynchronous orbit, microgravity, payload, and simulator. Students and teachers are encouraged to learn about living, working, and studying in space. They can learn about the size of the crew compartment, discuss health and physiological effects of space travel, develop insight into the problems of proper diet and clothing for the trip, hypothesize about space communities, and job opportunities within the space industry. Other lessons are outlined to pursue costs and benefits of space research and its technology. The affective domain is covered by illustrating lessons about music, literature, art, philosophy, law, and decision-making related to the future of space travel.

A haunting question kept arising. Why do we encourage a study of the past and historic events when classroom time could be devoted to the study of the future and space? But we learn from the past to provide evaluative dimension for the present and to generate informed decision-making about the future. There are exciting parallels to pursue about the "explorers" of the past, be they part of a dramatic expedition or a quiet personal adventure.

Perhaps a way to bring closure to the first five issues of the *Hoosier Heritage* newsletter is to restate the passage read by Astronaut Jeff Hoffman during his April, 1985, mission. It was taken from a book written by the French writer, René Daumel, in his book, *Mount Analog: NonEuclidean Adventures in Mountain Climbing*: "You cannot stay on the summit forever, you have to come down again. So why bother in the first place? Just this. What is above knows what is below, but what is below does not know what is above. One climbs. One sees. One descends. One sees no longer. But, one has seen. There's an art of conducting oneself in the lower regions by the memory of what one saw higher up. When one can no longer see, one can at least still *know*" (See: Teacher in Space unit, *Social Education*, January, 1986, p. 5).

Living History in the Classroom

Continued from page 6

Conclusion

- Bring the presentation to a definite close, using prepared comments consistent with your character.
- Allow time for questions.

Some Helpful Tips

- Make a smooth transition between topics. (Audiences are easily lost by a performer who continually stammers and forgets what he or she wants to say.)
- Be confident! Convince yourself, as well as your audience, that for the duration of the presentation, you are who you say you are.
- Maintain eye contact with your audience; people will become more involved with you.
- Become aware of and avoid any nervous gestures you have that may distract a listener.
- Speak loudly and clearly.
- If an important question is asked, or something beyond your control distracts your audience, it is up to you to regain control and take the presentation in the direction that *you* want it to go.
- The best way to handle hecklers is to ignore them.
- Do not rely on notes. If you feel you must use notes, limit them to headings of topics that will serve as reminders of the subject you want to cover.

Hoosier Heritage
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Subject Area _____

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Please return to Evelyn M. Sayers, Indiana Department of Education, 229 State House, Indianapolis, IN 46204.

From the Packet

[see Hoosier Heritage No. 4, April, 1986]

PRINTED IN THE PENNSYLVANIA PACKET
MAY 4, 1786

Charlestown, April 10

Extract of a letter from a gentleman of the first literary eminence in Pennsylvania, to his friend in the city.

"I agree with you that this country is not at present in a good situation, nor can be til they become more industrious at home, and restrain the importation of foreign luxuries, which makes them tributary to other nations. Necessity will bring about that which political wisdom has neglected. In a short time the country might be very flourishing; but the love of luxury, the desire of engrossing lands, the humour of removing to the western frontier, and the general disregard to virtue and moral obligation, that so much prevails, will retard, if not prevent, its prosperity. Liberty and natural advantages signify nothing to those who want wisdom and virtue to improve them properly."

Hoosier Celebration '88

For more info. . .

. . .Call our toll-free number

1/800/982-4764,

or write to:

Hoosier Celebration '88
Room 206, State House
Indianapolis, IN 46204-9990

John Hammond, President & CEO
Rob Meyne, Executive Director

PRINTED IN THE PENNSYLVANIA PACKET
MAY 19, 1786

Charlestown (Mass.) April 14

Congress, with a press, during the life of paper money, did wonders; they have had the power of emitting bills, and borrowing money, without funds to gain credit — of raising an army and equipping a navy, without the means of building a ship or subsisting a soldier — of sending ambassadors, who divulge our distress abroad, and render our poverty more splendidly conspicuous — making treaties which they cannot enforce the execution of; and finally, they present themselves a spectacle so ludicrous, that we cannot help being diverted at our own calamities.

The amelioration of a constitution, founded on such false and incompatible principles, seems to us in every view impossible; but expedients proposed, which require the unanimous concurrence of thirteen separate legislatures, differing in interests, distinct in habits, and opposite from prejudices, have so repeatedly failed, that they no longer furnish a ray of hope. We pray, therefore, for the day when we shall see a *national constitution*, fit composed of the best and ablest men in the union, a majority of whom shall be invested with the power of altering it. It is now so bad, as to defy the malice of fortune and ingenuity to make it worse.

PRINTED IN THE PENNSYLVANIA PACKET
MAY 24, 1786

From the Bristol Journal of March 18

I have been informed by a friend of mine, lately arrived from America, and on whose veracity I can safely rely, that the New States have, among other alterations and reformations of the church-service, ordered the formidable word *obey* to be struck out of the marriage ceremony giving as their reason, that in a free country there should be neither male or *female* slaves! — I am not competent to decide upon the expediency of this measure with respect to that country, I am only apprehensive of what effects it may produce in our own, and want your opinion whether the British legislature would not be wisely employed either in adopting the above mentioned alteration, or in framing a bill to prevent the emigration of our fair country women, which will certainly be the case if they are not put on an equality with the damsels on the other side of the Atlantic.

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204

Number 6, September 1986

Hoosier Heritage

PAST • PRESENT • FUTURE

Robert D. Orr, Governor

1987 Bicentennials

The Northwest Ordinance/ The United States Constitution

In 1987 the United States is celebrating the bicentennials of two major documents of the American union — the Ordinance of 1787 (commonly called the Northwest Ordinance) was passed July 13; the Federal Constitution was signed on September 17 and ratified by the required nine states by June 21, 1788.

For Indianans and citizens of the other states formed from the Northwest Territory, the Ordinance bicentennial will be an especially important occasion. There are many projects and activities underway that focus on these two documents in honor of the bicentennials.

The Federal Commission

The Commission on the Bicentennial of The United States Constitution, chaired by the Chief Justice of the United States, has been encouraging the formation of state commissions and has recognized various significant projects. Materials for organizing state/local projects are available from the Commission, 734 Jackson Place, N.W., Washington, D.C. 20503; 202-653-9808.

Project '87

Sponsored by the American Historical Association and the American Political Science Association, Project '87 has contributed significant educational materials for the bicentennial. A quarterly journal, *this Constitution*, provides essays and lessons plans by eminent scholars and is a useful resource. There is also a valuable book, *Lessons on the Constitution*. Most recent is "The Blessings of Liberty," an exhibit of twelve posters with a user's guide. Write to Project '87, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036; 202-483-2512.

The Indiana Commission

The Indiana General Assembly in its 1985-86 session passed legislation establishing an Indiana Commission on the Bicentennial of

Continued on page 7

HC '88

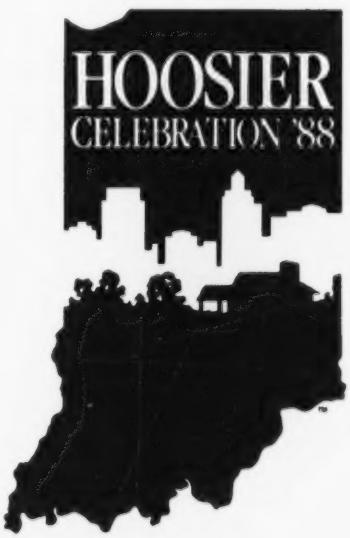
Logo Selected

Governor Bob Orr at gala ceremonies on May 19 announced that Brad Hill had won the Hoosier Celebration '88 logo contest and a prize of $1,000. Hill is an associate professor at Ball State University.

The logo, pictured below, has four layers of color: red at the top, then white, light blue, and dark blue.

"Brad Hill's creative design will be a great asset to Hoosier Celebration '88," said Orr. "His logo stresses that this program offers something for everyone. Each of 5 1/2 million Hoosiers, from communities of all sizes, will find a place in this effort."

Continued on page 2



Governor Bob Orr presents logo contest winner Brad Hill with the final version of the official Hoosier Celebration '88 logo.

New Logo Selected

Continued from page 1

"The logo captures the essence of Hoosier Celebration '88, "Orr added. "Depicted are diverse silhouettes which celebrate both pride in our heritage and the bright potential of our future. The red, white, and blue colors tell everyone Indiana is the home of basic American values."

The official Hoosier Celebration '88 logo will be used in all aspects of the program, including promotional activities, educational programs, audio-visual presentations, and printed materials.

In addition, the logo will be used on signs that will be placed at the city limits of each official Hoosier Celebration '88 community. The logo is available to media statewide for use in covering Hoosier Celebration '88 activities.

Contact Hoosier Celebration '88, Inc., One North Capitol, Suite 910, Indianapolis, IN 46204; 317-631-1988. In Indiana, call 1-800-982-4764.

Hoosier Heritage is published during the school year in conjunction with Hoosier Celebration '88 by the Indiana Department of Education and the Indiana Historical Bureau.

Robert D. Orr
Governor.

H. Dean Evans
Superintendent of Public Instruction

Pamela J. Bennett
Director, Indiana Historical Bureau

Evelyn M. Sayers
Editor, *Hoosier Heritage*
Indiana Department of Education
229 State House
Indianapolis, IN 46204
317/927-0111

Back issues of *Hoosier Heritage* may be ordered by contacting the editor. The editor welcomes submission of articles from Indiana schools and communities about activities related to Indiana—past, present, future.

Indiana Education
circa 1876

Taken from *The Indiana Schools . . .*, edited by James H. Smart, State Superintendent of Public Instruction (Cincinnati, Ohio, [1876])

[Future issues of Hoosier Heritage *will contain excerpts from* The Indiana Schools . . . *The texts illustrate how educators in 1876 were planning for education in the 20th century. It is interesting to note the similarities with the issues we are considering today as we plan for the 21st century.—EMS]*

"At a meeting of the State Board of Education, held at Indianapolis, April 27, 1875, a committee, consisting of Jas. H. Smart, Alex. M. Gow, Geo. P. Brown, and Wm. A. Bell, was appointed to prepare and supervise an exhibit of the educational products of the State at the International Exposition at Philadelphia in 1876. At a meeting of the committee held in July, 1875, it was resolved to publish a history of educational effort in the State, and Jas. H. Smart was directed to solicit contributions therefor, and to arrange the same for the press."

Introduction.—Being one year older than my native State, I have witnessed its rapid transition from a wilderness, mainly inhabited by savages, to a rank in civilization and intelligence surpassed by but few of her sister states.

While Indiana is the twenty-fourth State in area, she is first in her invested school fund, which amounts to $8,799,191; the fifth in population and in the number of her schools; the sixth in churches; the seventh in wealth; and the twenty-second in bonded indebtedness. These items may be taken as the best index of the character of her people.

I have seen the old-fashioned teacher behind his desk in true "Ichabod" style, just as he came across the ocean, who taught reading, writing, and ciphering as the full common school curriculum.

I have witnessed the neighborhood sensations when English grammar, geography, history, and philosophy, were introduced. I have watched the progress of education year by year, as broader and fuller culture, better "methods of instruction," and greater "professional ability" have been demanded, and have seen many teachers disappear from the professional ranks who could not, or would not, keep up with the age. Our work has been mainly one of self-development. Whilst we have profited much by the example of other states, our people have acquired strength, wealth, and intelligence by incentives and means which they themselves have originated. Our soil, heavy forests, and rich mineral resources, have conspired to draw hither an enterprising and intelligent population: a grand future awaits us.

TO BE CONTINUED

INVESTIGATING Our Hoosier INHERITANCE

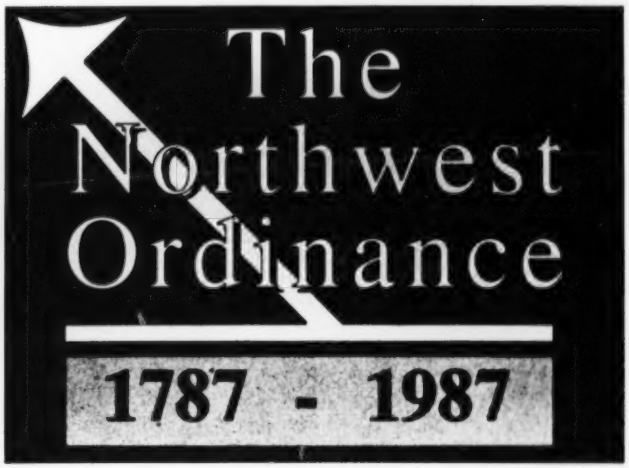
Number 6, September 1986

The Northwest Ordinance of 1787 is a basic document in the American heritage. Historians and civic leaders have claimed it is outranked in importance, among the state papers of the United States, only by the Declaration of Independence and the Constitution. In promising gradual and orderly development of representative government, and guaranteeing eventual statehood on an equal basis with other states of the Federal Union, the framers of the Ordinance tied the western territories to the nation with firm legal bonds. Furthermore, the Northwest Ordinance embodied the idea, even before the Bill of Rights, that there are certain fundamental civil liberties and rights to which all Americans are entitled, such as freedom of religion and due process in legal proceedings. The Northwest Ordinance, unlike the Constitution of 1787, prohibited slavery in the territories to which it applied.

The Northwest Ordinance is a document of enduring significance, because it includes core civic values and principles of the American heritage. Thus, it is among the most important legacies Americans have and is worthy of special recognition in the education of citizens. It ought to be emphasized in social studies courses, such as those in American history, civics, and government.

This number of *Investigating Our Hoosier Inheritance* is taken from the packet *Lessons on the Northwest Ordinance* developed by the Social Studies Development Center at Indiana University through a matching grant from the Indiana Committee for the Humanities in cooperation with the National Endowment for the Humanities.

Lessons on the Northwest Ordinance is a packet of six lessons for use in secondary school courses by John J. Patrick, Director of the Social Studies Development Center and Professor of Education at Indiana University. Included in the packet is "The Northwest Ordinance and Constitutional Development in Indiana" by James H. Madison, Professor of History at Indiana University. The packet also contains a book of documents, *Indiana's Road to Statehood*, by Hubert H. Hawkins, former Director of the Indiana Historical Bureau, which contains the text of the Northwest Ordinance and other documents related to Indiana's territorial period and statehood. The six lessons are The Northwest Territory, 1780-1787 (reproduced here); What Is The Northwest Ordinance?; What Does The Northwest Ordinance Say About Governance?; What Does The Northwest Ordinance Say About Civil Liberties And Rights?; The Northwest Ordinance And Indiana's Advancement To Statehood, Timetable Of Main Events. These packets will be distributed throughout the state at roundtable workshops this fall.



The logo for the Big Ten Alumni Associations project; see page 7.

Some Additional Sources

[Adapted from James H. Madison, "The Northwest Ordinance and Constitutional Development in Indiana."]

For the text of the Ordinance of 1787 and other related national documents, see Samuel Eliot Morison, ed., *Sources and Documents Illustrating the American Revolution, 1764-1788, and the Formation of the Federal Constitution* (New York, 1965). The Ordinance and related Indiana documents are most accessible in Hubert H. Hawkins, *Indiana's Road to Statehood: A Documentary Record* (Indianapolis, 1969).

The best account of Indiana's territorial history is John D. Barnhart and Dorothy L. Riker, *Indiana to 1816: The Colonial Period* (Indianapolis, 1971). For a more general history of these years, see James H. Madison, *The Indiana Way: A State History* (Bloomington, IN, 1986).

See also R. Carlyle Buley, *The Old Northwest: Pioneer Period, 1815-1840* (2 vols., Indianapolis, 1950; reissued, Bloomington, 1983).

The most useful sources for the Indiana Constitution are Charles Kettleborough, ed., *Constitution Making in Indiana: A Source Book of Constitutional Documents with Historical Introduction and Critical Notes* (Vol. I, Indianapolis, 1916; reprint, 1971), and Barnhart and Riker, *Indiana to 1816*, 439-463.

Several other volumes with material on this period are included among the publications of the Indiana Historical Bureau and the Indiana Historical Society. Also interesting for further study is Clarence Edwin Carter, ed., *The Territorial Papers of the United States*, Vols. VII and VIII, *The Territory of Indiana* (Washington, D. C., 1939).

The Northwest Territory, 1780–1787

Preview of Main Points

This lesson describes the Northwest Territory, its origins as part of the United States, its location, its boundaries, and policies associated with its organization and control by the government of the United States. The lesson sets a context for examination of main ideas in the Northwest Ordinance of 1787, which are examined in Lessons 2, 3, and 4.

Curriculum Connection

This lesson is suitable for use in American history courses at the eighth grade or in high school. Teachers of high school courses, however, might want to have their students read complete copies of two documents treated briefly in the body of this lesson. These documents are: (1) The Virginia Act of Cession and (2) The Land Ordinance of 1785. These documents can be found on pages 5-16 of INDIANA'S ROAD TO STATEHOOD, which is published by the Indiana Historical Bureau, Indianapolis, Indiana.

Objectives

Students are expected to:

1. Identify and summarize main ideas in three documents: Resolution of Congress on Public Lands, the Virginia Act of Cession, and the Land Ordinance of 1785.
2. Know the location and boundaries of the Northwest Territory within the United States of 1783.
3. Use evidence in documents and a map to support or reject statements about the western territories of the United States in the 1780's.
4. Understand the enduring significance and value of public land policies embodied in the Resolution of Congress on Public Lands, the Virginia Act of Cession, and the Land Ordinance of 1785.
5. Understand events that establish a context for subsequent examination of ideas in the Northwest Ordinance of 1787.

Suggestions for Teaching the Lesson

Opening the Lesson

Have students look at the map of the United States that is included as part of this lesson. Ask them to identify the original thirteen states, the western territories of the United States, and the boundaries of the United States. Ask them to identify and reflect upon differences in the territory and boundaries of the United States in the 1780's and today. Ask them, on the basis of evidence in the map, to speculate about particular problems faced by the government of the United States in dealing with the western territories. Ask how they think the government should have responded to these problems. Then indicate that the rest of this lesson is about government policies in dealing with its western territories.

Developing the Lesson

Have students read the main body of the lesson. Assign items 1-3 at the end of the lesson.

After students complete items 1-3, conduct a classroom discussion about their responses. Press students to support their responses with specific references to parts of the pertinent documents. Make sure that they have examined evidence in the documents that is pertinent to the items in this discussion and make certain that they have interpreted this evidence correctly. You might want to ask various students in the class to evaluate or judge the responses of their peers to items 1-3.

Concluding the Lesson

Have students respond to items 4 and 5 at the end of the lesson. When they have finished, select three or four students to read their answers to item 4 and to item 5. Call on other students to respond to them; these responses might be affirmative or critical or some combination of the two; or the responses might merely introduce additional and/or alternative ideas into the discussion.

High school teachers might want to conduct detailed and careful analyses of the complete versions of two documents in this lesson: the Virginia Act of Cession and the Land Ordinance of 1785.

The Northwest Territory, 1780–1787

In 1780, the thirteen United States of America were fighting a war against Britain to win independence. Nonetheless, American leaders were looking ahead to the time after the war, when their independent nation would control territory west of the Appalachian Mountains. See the map.

Shaded area of the map designates the Northwest Territory.

Resolution of Congress on Public Lands

On October 10, 1780, the Continental Congress passed a "Resolution of Congress on Public Lands."

"Resolved, that the unappropriated lands that may be ceded or relinquished [given up] *to the United States, by any particular States . . . shall be disposed of for the common benefit of the United States and be settled and formed into distinct republican States* [states with self-government by elected representatives of the people], *which shall become members of the Federal Union, and shall have the same rights of sovereignty, freedom and independence, as the other States . . . ."*

Three years later, on September 3, 1783, the war with Britain officially ended with the signing of the Treaty of Paris. In this treaty, the British recognized the independence of the United States and claims of Americans to lands west of the Appalachian Mountains. Boundaries of the United States in 1783 are shown on the map. Even though the British had surrendered lands west of the Appalachian Mountains, several states had conflicting claims to these territories. The new government of the United States could not make plans for dealing with the western lands until various states gave up their claims to these lands.

The map shows areas ceded [given up] by several of the original thirteen states to the United States. The largest area ceded by any state was the western territory given up by the state of Virginia. Most of the land ceded by Virginia was within the boundaries of the Northwest Territory, land north and west of the Ohio River.

The Virginia Act of Cession and the Northwest Territory

The legislature of Virginia passed the Virginia Act of Cession on December 20, 1783. It was accepted by the Congress of the United States on March 1, 1784. The Virginia Act of Cession said:

"Be it enacted by the General Assembly, that it shall and may be lawful . . . to . . . make over unto the United States in Congress assembled . . . all right, title, and claim . . . which this commonwealth hath to the territory . . . being to the northwest of the river Ohio . . . . upon condition that the territory so ceded, shall be laid out and formed into states . . . and that the states so formed, shall be distinct republican states [governed by elected representatives of the people], and admitted members of the federal union; having the same rights . . . freedom and independence, as the other states . . . ."

The Virginia Act of Cession influenced other states to yield claims to land within the Northwest Territory and elsewhere. Look at the map, which shows that Massachusetts, New York, and Connecticut gave up claims to land in the Northwest Territory in 1785 and 1786.

The Land Ordinance of 1785

Congress was faced with the task of organizing the western territories of the United States and preparing them for settlement. On May 20, 1785, Congress passed the Land Ordinance of 1785, which was a plan for dividing and selling land. The Ordinance had three main purposes: (1) to survey land systematically, (2) to sell it to settlers in an orderly and fair manner, and (3) to use money from the sale of lands to pay off debts from the recent War for Independence.

Townships were set up to measure six miles square. Each township was divided into thirty-six sections of one square mile and again into quarter sections. The sixteenth section was set aside to finance public schools of the township. Remaining land was to be sold at public auction for at least one dollar an acre. Following is a brief excerpt from the Land Ordinance of 1785:

"Be it ordained by the United States in Congress assembled, that the territory ceded by individual States to the United States, which has been purchased of the Indian inhabitants, shall be disposed of in the following manner . . . . The Surveyors . . . shall proceed to divide the said territory into townships of six miles square, by lines running due north and south, and others crossing these at right angles, as near as may be, unless where the boundaries of the late Indian purchases may render the same impracticable . . . . "

Government in the Northwest Territory

In 1787, on July 13, the Congress enacted a plan for government in the Northwest Territory, the area north and west of the Ohio River that lay within the boundaries of the United States. Main ideas of the Ordinance were established through deliberation of several members of the Congress; Nathan Dane, member of Congress from Massachusetts, was the primary author of the Northwest Ordinance.

The Northwest Ordinance provided for lawful and orderly settlement of western lands and a systematical means for advancing from the stage of a territory of the United States to a state within the Federal Union, on equal terms with the other states. Thus, it was decided that these territories would not be held indefinitely as colonies, in a subservient relationship to the original thirteen states. Main ideas of the Northwest Ordinance are presented and discussed in Lessons 2, 3, and 4 of the packet of lessons.

Reviewing and Thinking About Facts and Ideas

1. What are the main ideas of the following documents? Respond to this question by writing one paragraph about each of the three documents.
   a. Resolution of Congress on Public Lands, 1780
   b. Virginia Land Cession, 1783
   c. Land Ordinance of 1785

2. Describe the area of the Northwest Territory within the United States of 1783. a. What are the boundaries of the territory? b. What states of the United States were made eventually out of this territory?

3. Examine the following statements. Decide whether or not each statement can be backed up or supported with evidence. Use evidence from documents and the map in this lesson to decide whether each statement is correct or incorrect. Be prepared to defend your responses by referring to pertinent evidence.

   a. The Congress of the United States hoped to hold western territories as colonies that would be used solely for the benefit and enrichment of the original thirteen states.

   b. Only Massachusetts, among the original thirteen states, had made larger claims to western land than Virginia had made.

   c. Virginia was the first of the original thirteen states to cede western land claims to the Congress of the United States.

   d. The legislature of Virginia ceded western land claims to Congress on condition that new states made from these lands could have any type of government that the leaders wanted.

   e. The main purpose of the Land Ordinance of 1785 was to enable the Congress of the United States to retain control of the Northwest Territory.

   f. The Land Ordinance of 1785 indicated that Americans believed in the value of education for all people.

4. Examine main ideas of the Resolution of Congress on Public Lands, the Virginia Act of Cession, and the Land Ordinance of 1785. Write one paragraph that describes what these three documents have in common. That is, tell how the three documents are alike.

5. Why should Americans today consider the three documents (mentioned in item 4 above) to be important or valuable parts of our heritage? What is the enduring significance or worth of these documents? Write a brief essay in response to item 5.

Northwest Ordinance/U. S. Constitution

Continued from page 1

The United States Constitution. Appointments for the Commission are in the final stages as this issue goes to press. Information will be available through the secretary, C. Ray Ewick, Director, Indiana State Library, 140 North Senate Avenue, Indianapolis, IN 46204; 317232-3692.

The Indiana Committee for the Humanities

The Indiana Committee for the Humanities, 1500 North Delaware Street, Indianapolis, IN 46202; 317-638-1500, has placed a special emphasis on the celebration of the bicentennials of the Constitution and the Northwest Ordinance in conjunction with the special incentive by the National Endowment for the Humanities. In addition to funding local projects, ICH is sponsoring and providing materials for Jefferson Meetings on The Constitution, starting with its annual meeting September 9-10. Free guides and study booklets developed by The Jefferson Foundation will be available to schools and communities through ICH.

Big Ten Alumni Associations

Under the leadership of the Indiana University Alumni Association and the alumni associations of the universities of Illinois, Michigan, Minnesota, and Wisconsin and Michigan State, Ohio State, and Purdue universities, the Ordinance of 1787 will receive particular notice. Plans include a major document exhibit in Bloomington, Indiana, school programs, university conferences, and various celebratory events. Contact is Frank B. Jones, Director of Alumni Affairs, Indiana University, Bloomington, IN 47405; 812-335-1711.

Roundtable Meetings

"The Constitution in the Education of Citizens: Preparing for the Bicentennial of 1987" is the title of a series of Thursday evening roundtable meetings throughout the state starting September 11 in Bloomington. Other meetings take place September 18 in Indianapolis, September 25 in Evansville, October 2 in Lafayette, October 9 in Gary, October 16 in Fort Wayne, and October 23 in Muncie. The main speaker at each meeting will vary, but included on the roster are Maurice Baxter, Bernard Friedman, Rebecca Shoemaker, William Pickett, James Madison, and William Bruening. Contact John Patrick, Indiana University Social Studies Development Center, 2805 East 10th Street, Bloomington, IN 47405; 812-335-3584. Curriculum materials will be distributed and discussed.

Fort Wayne Lecture Series

Under the sponsorship of Indiana University-Purdue University at Fort Wayne, the Allen County/ Fort Wayne Historical Society, the Allen County Public Library, the Louis Warren Lincoln Library and Museum, and the Indiana Committee for the Humanities, "Legacy of Freedom" will provide eight lectures in the fall. On September 18 Garry Wills will discuss "The Constitution as a Revolution" as the kick-off lecture. For a complete schedule and locations contact James Haw, IUPUFW, 2101 Coliseum Boulevard East, Fort Wayne, IN 46805; 219-481-6686.

National History Day 1987

The theme for National History Day 1987 is "Liberty: Rights and Responsibilities in History" in order to emphasize and coordinate with the Constitution bicentennial. Since History Day is not limited to United States history topics, the theme allows for the exploration of Constitutional documents and issues in other countries. It also allows for a broad interpretation and the freedom to explore various facets of the concept of liberty. The Indiana coordinator is Lisa A. James, Indiana Historical Bureau, 140 North Senate, Indianapolis, IN 46204; 317-232-2537.

ANNOUNCEMENTS

The Art Education Association of Indiana is having a juried art exhibit for teachers in conjunction with its annual meeting October 30-31 in Indianapolis. For information contact Wendy Dougherty, 317-255-7039.

The Children's Museum, Indianapolis, 317-924-5431, is holding workshops this fall on its new resource kit—The Mysteries in History Toolbox. Call for dates and locations throughout the state, starting in September.

SUBSCRIPTION BLANK *Please Print or type; shaded areas are for DOE use only.*			☐ NEW ☐ CHANGE (please enclose old label) ☐ DELETE (please enclose old label)
Sequence No.	County No.	Grade/Level	County Name
Title	Name (Last, first)		
Corporation, School, or Business Name			
Street Address or Post Office Box			
City		State	Zip Code
Subject Areas/ Comments			

Return to:
Evelyn M. Sayers, Editor, Hoosier Heritage, Indiana Department of Education, 229 State House, Indianapolis, IN 46204.

FROM THE PACKET

These excerpts are published courtesy the Indiana Historical Society. Call 317-232-1877 for more information.

PRINTED IN THE PENNSYLVANIA PACKET
JULY 22, 1786

Philadelphia, July 22

Extract of a letter from a gentleman in the Western Country: On my arrival at Pittsburgh the reports of the hostile disposition of the Indians appeared not only unfavourable but dangerous for us to proceed to business. Since our arrival in the woods we have met with 18 Indians, in different parties, hunting--they also inform us, that we need not be under any apprehensions of danger from the Indians.---You will no doubt be surprised to find my account of the disposition of the Indians, so different from the common report; but a further confirmation that they have no intentions of going to war with us at present, is, their industry in planting Indian corn on the Chanangoe, French creek settlements, &c. so convenient to our settlements: also, they are dispersed all over this country in small hunting parties, and discover a sociable, friendly disposition to our people wherever they meet them, which would not be the case did they intend to commit hostilities.

Hoosier Celebration '88

For more info. . .

. . .Call our toll-free number

1/800/982-4764,

or write to:

Hoosier Celebration '88
Room 206, State House
Indianapolis, IN 46204-9990

John Hammond, President & CEO
Rob Meyne, Executive Director

PRINTED IN THE PENNSYLVANIA PACKET
AUGUST 5, 1786

Philadelphia, August 5

Extract of a letter from Nashville, on Cumberland River, dated May 28. "The inhabitants of the western country who live remote from this settlement, have lately been greatly alarmed by the Indians. Many white men have been killed within the last four weeks by the savages. All the murders so far as I can learn, have been committed by the Cherokees, and most of them I believe, by that rascally tribe called the Chickemagoes. Since the late war there have been several instances of a careless traveler or hunter being killed by the Indians; but those instances were single and detached. Of late the murders are frequent and three or four persons have been killed in company; such are the consequences of the late treaty of peace with the Indians. Are we to believe that peace was made for the purpose of bringing about a general war? Strange stories are circulated concerning the treaty. It is said that the commissioners encouraged the Indians to take back the land which they had formerly sold. It is also said that they have given up the very path that leads to this country, with hopes of preventing people from coming out to settle on the waters of Cumberland river. . . . As to the plan of preventing this country from being settled it cannot succeed--We have the most fertile soil on the face of the earth, the water is good and the climate healthy, and this country was certainly intended by Heaven to give subsistence to a great body of people, and neither the Devil nor any of his emissaries will be able to prevent it. We have fairly bought our land from the state, or obtained it by military service, and we will not readily part with it. We are already too strong in this settlement to apprehend anything dangerous from the Indians, and people are daily coming to settle among us; and if Congress or the state to which we belong do not find means to quiet the Chickemagoes, we shall do it ourselves; but we had rather the Sovereign should draw the sword when it is to be drawn--In the mean while we shall try to exercise patience.

PRINTED IN THE PENNSYLVANIA PACKET
SEPTEMBER 7, 1786

TO BE SOLD. A German Servant Girl about 16 years of age, has about 2 years and a half to serve: Likewise, a Negro GIRL about 15 years of age. They are both capable of doing any kind of house work, particularly the Negro, who has had the smallpox and measles, and is duly registered according to law. Enquire of the Printers.

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204

Number 7, October 1986

Hoosier Heritage

PAST • PRESENT • FUTURE

Robert D. Orr, Governor

Evidence Below Ground

Miami County's All Seasons Site

The All Seasons site was discovered during a routine survey carried out prior to the development of an industrial park. The survey was required by regulations governing projects that use federal funding.

The site was determined to be important enough to be nominated to the National Register of Historic Places, but due to the need for the industrial park, the site cannot be preserved. Excavation has been chosen as the means of recovering information from the site before it is destroyed.

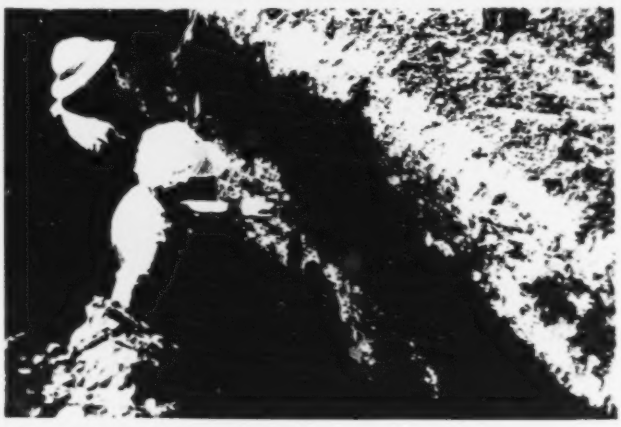
There are currently over 3,000 prehistoric sites on record within the area drained by the Wabash River above Logansport. Almost all of these sites consist of surface scatters of artifacts located in cultivated fields. The All Seasons site in unique because it is the only one yet discovered in central Indiana that contains deeply buried archaeological materials. The site was occupied over a span of 3,000 years and the occupation sequence is in six soil zones ranging from the surface to six feet below the surface. Unlike most other sites in the area, this one also has excellent bone preservation. The All Seasons site is, therefore, important because it contains both a long sequence of human occupation and a well-preserved record of the activities that took place there.

Following discovery of the site, a series of backhoe trenches were excavated to determine the depth and type of archaeological deposits present. The backhoe trenches provided specific information on the locations of the prehistoric occupation areas within the site. Current excavations are being conducted in the areas where living areas and other activities were recorded.

The most common tools used are small pointing trowels, shovels, and measuring tapes. When fragile artifacts are being excavated, small brushes, sharpened bamboo picks, and dental tools are used. Dirt removed during excavation is sifted through screens to recover small items, and the site is measured and mapped with surveying instruments. A variety of other tools are also used as the need arises. Sometimes heavy machinery is used to strip sterile layers of soil or to dig deep test pits.

Most of the excavators are college students taking a course in archaeological field methods; they receive training and practical experience while working on the site. Also, several volunteers are working on the site. These people volunteer their time and energy to help recover information from the site and to learn more about archaeology.

Continued on page 9



In a trench at All Seasons site.

Conservation Education

Why Kids Should Know and How We Can Show Them

Picture a beautiful, pristine environment with fields of wildflowers drifting in a breeze of clean, wholesome air; rivers running clear with an endless bounty of fish and other aquatic life; virgin stands of forest towering majestically over an undisturbed forest floor . . . .

While it is nice to imagine such a world, we must come back to reality. Because of the existence of the human race, we must accept the consequences of our existence. We must use our natural resources to survive, and that use translates into compromising environmental quality. We cannot have food on the table without plowing up fields for agriculture; we cannot have all of the manufactured products we have come to enjoy without affecting the quality of our air and water; we cannot have wood for furniture, homes, and paper without cutting trees. There are limits to everything, including our natural resources. Without proper management of resources, survival is sure to be a short-term proposition. The role of education in securing future natural resource availability is crucial. Our young people must learn the importance of proper resource management and the techniques to successfully accomplish the task.

Many innovative teachers around the state are taking the lead in preparing our next generation of leaders to responsibly manage the environment. Specially designed curricular materials give students the appropriate technical and conceptual background, and school outdoor laboratories allow them to apply that knowledge to actual resource management situations. Here are but a few of the many outdoor lab programs operating in Indiana schools:

Hoosier Heritage is published during the school year in conjunction with Hoosier Celebration '88 by the Indiana Department of Education and the Indiana Historical Bureau.

Robert D. Orr
Governor

H. Dean Evans
Superintendent of Public Instruction

Pamela J. Bennett
Director, Indiana Historical Bureau

Evelyn M. Sayers
Editor, *Hoosier Heritage*
Indiana Department of Education
229 State House
Indianapolis, IN 46204
317/927-0111

Back issues of *Hoosier Heritage* may be ordered by contacting the editor. The editor welcomes submission of articles from Indiana schools and communities about activities related to Indiana—past, present, future.

Homestead High School, Fort Wayne— Selected by the Indiana Tree Farm Committee as the state's Outstanding Outdoor Lab for 1985, Homestead is used by students in grades K-12 and for virtually all subject areas. The site's 35 acres includes 10 acres of open field, 3 ponds and a log cabin-style environmental study center which was built entirely by students. The site also has 8 acres of woods which are used for studies in soil and water conservation,

Continued on page 11

Indiana Education
circa 1876

Taken from *The Indiana Schools . . .*, edited by James H. Smart, State Superintendent of Public Instruction (Cincinnati, Ohio, [1876])

The Pioneer School Buildings.—Pleasing reminiscences come before me when I think of the pioneer school-houses. They were made of hewed logs, and had puncheon floors and capacious chimneys and fire-places. They had also seats without backs, and two long pins above the teacher's desk, on which his whips were laid.

The State then had no school revenue to distribute, and its school laws were mainly a method for selling school lands, for house building, choosing teachers, etc. Each voter was made a builder. By common consent the voters divided themselves into choppers, hewers, carpenters, masons, etc. . . .

When completed, the building was inspected by the Township Trustees. If unsatisfactory, the workmen were again summoned and the work completed as desired, when a school could be taught in it by authority of the State.

The following quotations from the school law of 1824 will give a comprehensive outline of the educational work of that day, and will show the privations and disadvantages met with in inaugurating our present system of public schools, which has been so abundantly crowned with success.

School Law of 1824 for building, etc.—Sec. 6. Each "able-bodied male person of the age of twenty-one or upwards, being a freeholder or householder residing in the school district, shall be liable equally to work one day in each week until such building may be completed, or pay the sum of thirty-seven and one-half cents for every day he may so fail to work * * * * and provided, moreover, that the said Trustees shall always be bound to receive at cash price, in lieu of any such labor or money as aforesaid, any plank, nails, glass, or other materials which may be needed about said building."

Sec. 7. "That in all cases such school-house shall be eight feet between the floors, and at least one foot from the surface of the ground to the first floor, and finished in a manner calculated to render comfortable the teacher and pupils, with a suitable number of seats, tables, lights, and every thing necessary for the convenience of such school, *which shall be forever open for the education of all children within the district without distinction.*" . . .

TO BE CONTINUED

If you are interested in learning more about Indiana's natural resources and how you can use the natural and cultural features of our state in your teaching, the following sources can be of help:

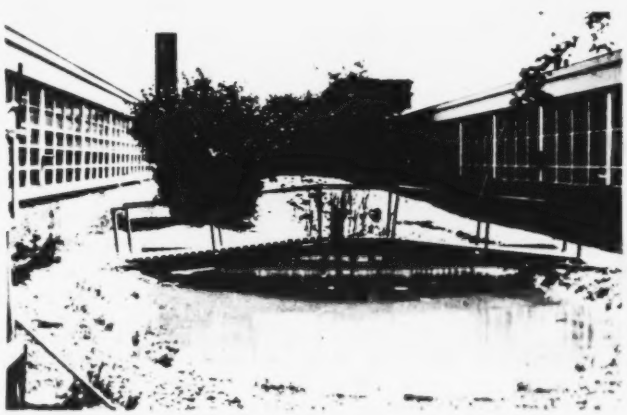
Source	Assistance Available
Indiana Department of Natural Resources State Office Building Indianapolis, IN 46204 Division of:	
• Enforcement, Rm. 606	Hunter, boater and snowmobile safety programs
• Entomology, Rm. 613	Plant insect and disease information
• Fish and Wildlife, Rm. 607	Fish and wildlife information; Project WILD; local district biologist available
• Forestry, Rm. 613	Forestry and fire prevention information; Project Learning Tree; outdoor lab design assistance; local district forester available
• Historic Preservation, State Museum	Historical and cultural information
• Nature Preserves, Rm. 605 B	Information about rare or endangered species and unique natural areas
• Outdoor Recreation, Rm. 605	Hiking, canoeing, snowmobiling and other outdoor recreational information
• Public Information/ *Outdoor Indiana Magazine*, Rm. 612	General information about IDNR programs and activities; magazine covering all aspects of natural resources in Indiana
• State Parks, Rm. 616	Recreational opportunities at state parks; state parks naturalist programs

The natural environment has been an important factor in the settlement and history of Indiana. Understanding this part of our Hoosier heritage is crucial now and for our future. Our thanks to Sam Carman, Department of Natural Resources, for preparing the natural resources materials for this issue and for the photographs on pages 1, 3, and 4. Graphics are by Eddie Reynolds, DNR, with the exception of the Project WILD logo. The photograph on page 11 is by Pete Fortune, Weston Elementary. Photographs on pages 8 and 9 are by Evelyn Sayers.

INVESTIGATING Our Hoosier INHERITANCE

Number 7, October 1986

Indiana State Board of Health 1330 W. Michigan St. Indianapolis, IN 46206	Environmental health-related information and regulations
Indiana Department of Commerce 1 North Capitol, Suite 700 Indianapolis, IN 46204	Information on Indiana's tourist attractions; information on Indiana's economic development
Energy Education Curriculum Program Indiana Department of Education 229 State House Indianapolis, In 46204	Lesson plans and activities dealing with energy production and conservation
Wayne-Hoosier National Forest U.S. Forest Service 3527 10th Street Bedford, IN 47421	General forestry information and fire prevention materials
U.S. Geological Survey 611 N. Walnut Street Bloomington, IN 47402	Information and maps about the geologic features of Indiana
U.S.D.A.-Soil Conservation Service 5610 Crawfordsville Road Suite 2200 Indianapolis, IN 46224	Soil and water conservation information and educational materials; local district conservationist available



Westlane Middle School, Indianapolis, has this outdoor lab. Homestead High School, Fort Wayne, had the Outstanding Outdoor Lab for 1985.

Glossary of Terms

acre—an area of land measuring 43,560 square feet

carnivore—any animal that eats only meat

coniferous—cone-producing tree, usually evergreen

conservation—the wise use and management of natural resources

deciduous—referring to trees, those that annually shed their leaves; referring to animal teeth, those which are commonly called "milk teeth"

den tree—a tree which contains one or more cavities that are used by wildlife for dens or nests in which to live and/or rear their young

ecology—the study of the relationships between animals, plants and their environment

environment—all of a plant's or animal's physical surroundings which includes, but is not limited to, the air, soil, water and other living organisms

food chain—the transfer of food energy from the source in plants through a series of animals, with repeated eating and being eaten. For example, a green plant, a leaf-eating insect and an insect-eating bird would form a simple food chain.

forest—a group of plants composed predominantly of trees and other woody vegetation

habitat—the area of type of environment in which a particular plant or animal normally lives

harvest—the intentional gathering of plants, animals or other natural resources for use

herb—any flowering plant or fern that has a soft, rather than woody, stem

herbivore—any animal that eats only plants

natural resource—anything that is naturally present in the environment and used by people. This is divided into two categories: 1. Non-renewable—minerals or other non-living resources that do not grow, reproduce or recycle; 2. Renewable—Living, growing, reproducing or naturally recycling resources.

niche—where a particular organism or population fits into its environment

omnivore—any animal that eats both meat and plants

organism—any living thing

population—a group of organisms, all of the same kind and living in the same area

predator—an animal that kills and eats other animals

preservation—the non-use of natural resources

prey—animals that are killed and eaten by other animals

shade-tolerance—the ability of a plant to remain in the shade of other plants and continue to grow and prosper

soil—a natural resource, usually composed of a combination of clay, silt, sand and bits of decomposing plant or animal material

succession—replacement of one kind of community of organisms with a different type of community over a period of time. For example, a pond which gradually fills in with sediment to become a shallow marsh would host a totally different community of organisms as a marsh than it did as a pond. The process of this gradual change is succession.

timber management—the manipulation of the forest resource to grow higher quality trees in a shorter period of time on a continual basis

tree—a woody, perennial plant which attains the height of 20 feet or higher, has a diameter at breast height of at least 4 inches and tends to have a single stem

watershed—any given area of land which drains or sheds water to the same point. This can be a small ravine draining into a larger ravine, or it could cover millions of acres such as the Mississippi River basin.

wetland—any area that is usually flooded or wet

wildlife—animals that are not tamed or domesticated

wildlife management—the application of scientific knowledge and technical skills to protect, conserve, enhance or extend the value of wildlife and its habitat

Homestead High School, Fort Wayne, was the Outstanding Outdoor Lab for 1985.

"An Earthy Experience"

Subject: Science

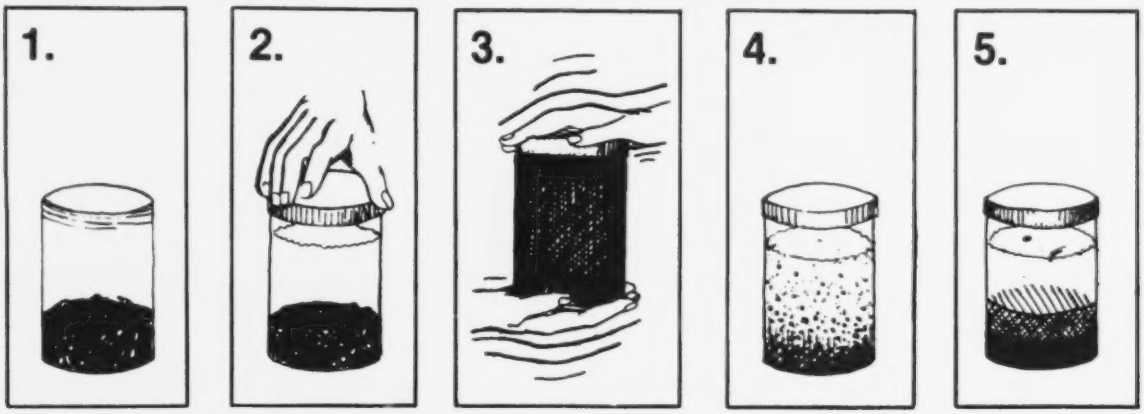
Grade level: K-3

Skills: Observation, comparison

When you dig for worms to go fishing or use a hoe in your garden, you are digging in dirt, right? Wrong!! "Dirt" is what is swept from the floor or washed from your hands. It is something you do not want. The natural resource that gives the worms a home and helps your garden grow is called "soil." It is made up of sand (largest particles), silt (medium-sized particles), clay (smallest particles) and organic matter (dead insects, leaves, etc.).

To actually see these different parts of soil, try this simple experiment. Take a small, clear glass jar and fill it about one-fourth full of dry soil. Next, add water until the jar is almost full. Screw the lid tightly on the jar and shake until the soil and water are well mixed. Now set the jar down, allow it to stand for several minutes, and watch what happens.

- Which particles do you think will settle to the bottom of the jar? (sand)
- What part of the soil do you think might float? (organic matter)
- Why do you think the water is still cloudy? (clay particles suspended)
- There are many different kinds of soil. Is your soil made up of more sand, silt, or clay? (answer will vary)



October Is Energy Month!

We tend to take for granted many of the modern conveniences that we enjoy. Unfortunately, most of those conveniences require an expenditure of energy to make them work. This month has been designated as a time to reflect upon our energy resources, how they are produced and refined, how they are put to use and how we can conserve them for generations to come.

The following are some ideas that you might consider to use with students to get them more familiar with different forms of energy and how energy is used in our everyday lives. These ideas are not specific to any given grade level, and should be expanded and tailored to fit your particular teaching situation.

- examine the school electric meter, learn how to read it and monitor it to see how much energy is used during the school day. Explore ways to reduce the school's energy consumption.
- ask your school custodian to give the class an energy tour of the school. How is the building heated? How is its water heated? What kind of energy is used in the kitchen to prepare lunch? Trace ductwork in the building from the heat source to your classroom.
- lay a thermometer on a piece of white paper and one on a piece of black paper under a bright light. Compare temperature readings. Repeat the same procedure using a container of soil and a container of water.
- make a list of home appliances and how much energy is required of each. Which are necessities and which are luxuries?
- calculate how many pounds of paper end up in the trash can of your room each day. How much energy was used to make that paper? How much

Continued on page 10

"Seed Need"

(adapted from an activity of the same name in Project WILD elementary guide)

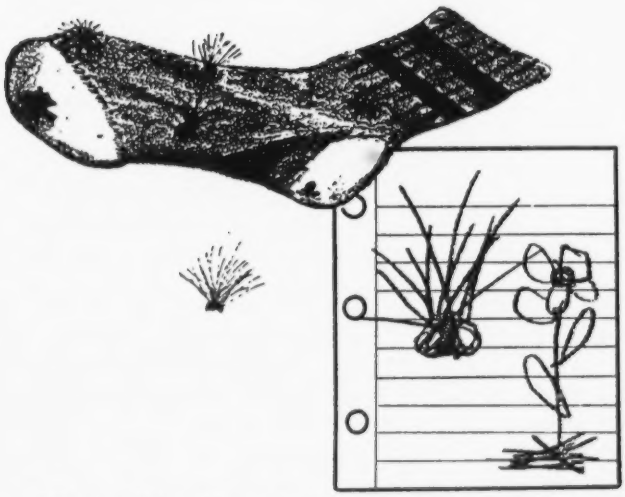
Subject: Science, math

Grade level: 4-8

Skills: classification, description, analysis

Wildlife contributes to the diversity and balance of ecological systems. One example is the process of seed dispersal. Many seeds are carried by animals—whether in the coats of fur-bearing animals, or in the droppings of birds.

Ask each student to bring in a large, fuzzy sock. (Old socks with holes in them are fine for this activity.) Ask each student to put the sock on over one shoe. Wearing the sock over the shoe, go on a walk through a grassy area or field, particularly one that is abundant in seed-bearing plants.



After walking through the area, look carefully at the sock. What has happened? Briefly discuss the seeds and other things that are attached to the socks.

Students should carefully remove their socks with all of the "data" that they have gathered attached, and examine what they have collected. Each student should record, with words and drawings, the kinds of things found on the sock, and tally the number of each.

Ask students how different animals' fur might be similar to their socks. Has anyone ever brushed seeds and stickers out of a dog's or cat's fur? Seeds may stick to an animal's fur in one location and fall off in another. Discuss why such a process is an important one and what consequences might result.

Students should then bring in containers, label them and plant their seeds. If certain seeds do not sprout, try putting them in the freezer for a few days, then replanting. Some seeds require freezing before they will germinate.

Introducing Project WILD

Project WILD is a supplementary environmental/conservation education program emphasizing wildlife. It is designed for students in kindergarten through grade 12. Materials are correlated and easily integrated into all subject areas of adopted curricula. Activities are designed to be used indoors and outdoors and can be used by nature centers and with youth groups as well as by classroom teachers. Each activity is designed to stand on its own. Instructors may pick and choose from the activities and need not do them in any prescribed order.

The goal of Project WILD is to assist learners of any age in developing awareness, knowledge, skills and commitment to result in informed decisions, responsible behavior and constructive actions concerning wildlife and the environment. It was developed through a joint effort of the Western Association of Fish and Wildlife Agencies and the Western Regional Environmental Education Council. The materials were written by educators, resource agency personnel, representatives of private conservation groups and other community representatives. All activities were extensively tested and edited prior to final printing. Indiana was the thirty-fifth state to adopt Project WILD.

If you are interested in becoming a facilitator or attending a teacher workshop on Project WILD, contact: Warren Gartner, Indiana Project WILD Coordinator, 5610 Crawfordsville Road, Suite 2200, Indianapolis, IN 46224; (317) 248-4324.

You may attend a workshop already scheduled, or a workshop may be scheduled for your group. Continuing Recertification Units (CRU's) are available through the Indiana Department of Education for teachers who attend Project WILD or Project Learning Tree workshops.

"Who Runs This Place?"

(adapted from an activity of the same name in Project Learning Tree secondary guide)

Subject: Social studies

Grade level: 9-12

Skills: Problem solving, Social participation

Changes to improve environmental quality sometimes require changes in laws. To initiate such change, citizens must know which officials have jurisdiction over what areas and the extent of their authority. This activity explores environmentally related laws and government authority at the local level.

Students should devise a question about a current environmental concern in the community. Some examples are:

Why don't we have more trees?

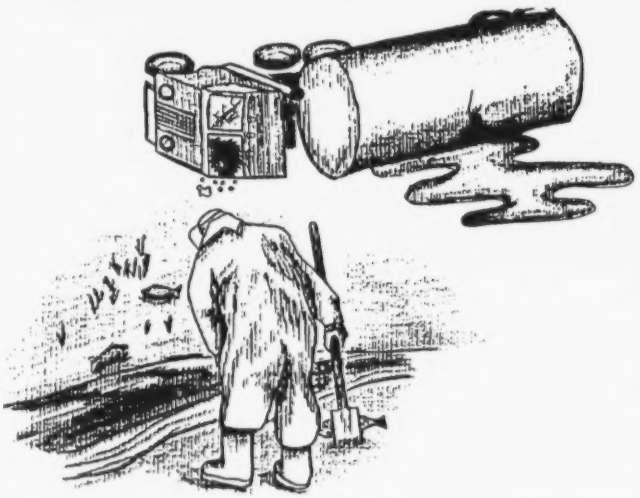
Does our community have a land-use plan?

How would our community handle a hazardous waste accident?

Next, students should investigate:

- What branch of local government administers the problem area?
- What statute forms the basis of this agency's authority?
- What is the source of revenue for this agency? How are funds budgeted?
- What steps are being taken to deal with the problem?
- Do solutions require changes in laws? If so, how would the change be made?

After all necessary research has been done, students should then assume roles of various community members involved with the issue and hold a community meeting to determine the best course of action. Actual community leaders might be asked to come into the class and preside over the meeting.



Introducing Project Learning Tree

PLT

Jointly sponsored by the Western Regional Environmental Education Council and the American Forest Institute, Project Learning Tree uses the forest as a "window" into the natural world, helping young people gain an awareness and knowledge of the world around them, as well as their place within it. It was written by classroom teachers with technical assistance provided by professional resource managers, and has been extensively field tested and proven effective.

Project Learning Tree provides ready-made, action oriented lessons to supplement existing curricula, and require little, if anything, in the way of equipment. The activities can be used with children of all ages, including children with special needs. Its interdisciplinary, objective, and hands-on approach has made it very popular with teachers using the program and has given children the opportunity to have fun while learning.

Because activities can be done in any order and are thoroughly cross referenced, they can easily be infused into any curriculum. Precisely stated objectives, along with subject, topic, and grade level indices combine to make Project Learning Tree an even more useful teaching tool.

Project Learning Tree is based on a conceptual framework which delves into all major academic disciplines, while also developing the basic skills of information acquisition, analysis, evaluation, and inventiveness necessary to the development of creative and thoughtful minds.

As with Project WILD, attendance at a 6 hour workshop is all that is required for a teacher to receive Project Learning Tree materials. There is no charge for the training or the materials. To find out about the next Project Learning Tree workshop in your area or to schedule one, contact: Shelley Mitchell, Indiana Project Learning Tree Coordinator, 5610 Crawfordsville Road, Suite 2200, Indianapolis, IN 46224; (317) 248-4324.

The Highlight of My Summer Vacation

By Tim Swartzentruber

The highlight of my summer vacation was when I was asked by my sister, Lisa Maust, to come help with the All Seasons site in Peru, Indiana. Since she was going to be there for five weeks anyhow, she decided this would be a good experience for me. She asked if I would want to help for a week and I excitedly said "yes."

We began by being at the site by 8 o'clock each day. We worked in squares called units and in these units we went down 10 cm. at a time. Every 10 cm. is called a level. We kept a record of artifacts, location of artifacts, soil texture, and many other things.

They measured out the units and assigned different units to different people. Each person in each unit used shovels and skimmed the dirt little by little until they found something. A lot of times they didn't find anything. In normal situations we would have used trowels and troweled it, but since it was a salvage operation we had to work fast. This was the reason for shovel skimming. When they removed dirt away from objects found, loose dirt got in the way. We brushed the dirt with a brush so we could see the artifacts before trying to remove them. All of the artifacts were very important, even little things such as flakes, chert, or bone because everything found could provide a lot of information about the Indians. It helps find out the culture of the Indians, how they lived, what they did for fun, how and what they hunted, what they used to hunt, if they moved around, or if they just stayed in one place.

Tim Swartzentruber working at the All Seasons site.

On my first day there, I just observed how they did things around there by watching my sister until afternoon. Finally I decided to try my hand at it. I started to help straighten up the walls in her unit and while I was doing that I came across something. Once I uncovered it a little bit more, I was convinced it was pottery. It seemed like as soon as I found the pottery it was time to quit. This was the first pottery I ever found and I was so excited I didn't want to quit. But I had to. So we put loose dirt on top of it and covered it up with a plastic bag so nothing would happen to it.

In the morning when we got to the site I was really anxious to go to work again. I got the tools I needed and very carefully, using a bamboo pick, removed the dirt from around the pottery. After working at it for quite a while, I finally got the pottery out. Since it was very old and fragile, we had to be very careful with it. It was a fairly large piece and I found out it was a rimsherd, which is part of the rim to a pot. After measuring its location in the unit, I put it in a paper bag and labeled it. Eventually the piece of pottery and everything found was taken to the archaeology lab at Ball State University to be cleaned, catalogued, and studied.

I never realized until I went there this summer how much work it was. When working in the unit we put all of the dirt in buckets. We were constantly handing buckets of dirt out of the pit, which was very tiring. Plus scraping and shoveling dirt in the hot sun wasn't any bowl of cherries either. It was very hard work.

After I was done working in my sister's unit I went to a new unit in a new pit. We had a lot of fun. We ended up not finding anything in our unit. There was only one unit out of the three that found anything, and that was the unit right next to us. They found an antler, and thought it might have been used as a flint napping tool. A flint napping tool is a tool used for making points (arrowheads).

On my last day I found a large rock carried there by the Indians called a "manuport." Also found in that pit were several other "manuports" and scattered rocks and charcoal. The only other things found while I was there that week were a lot of pottery that my sister found in her unit. In her unit alone there were over a hundred pieces of pottery found.

I had a great time and met a lot of good friends. I didn't want to leave, but I had to. I definitely want to go next year and help again. This really let me find out how much I like archaeology. What a way to spend part of my summer vacation!

Tim is a 10th grader at Fairfield High School, Goshen, Indiana.

All Seasons Site

Continued from page 1

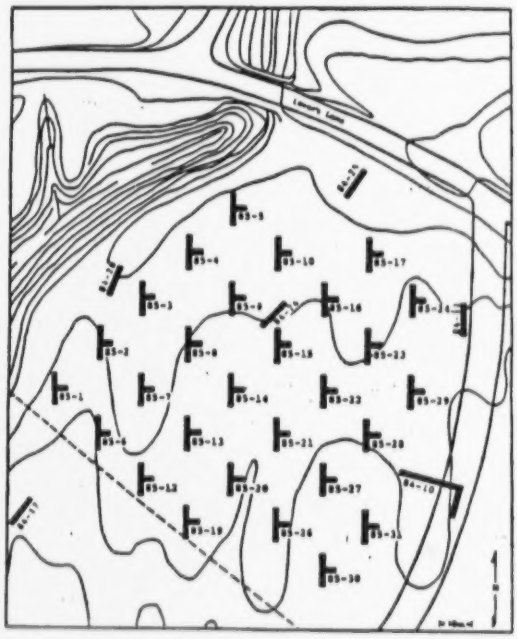
Artifacts that have been found include stone tools and pottery sherds, many fragments of bone, animal teeth, and broken rocks used for cooking or heat. In addition to the artifacts, a number of features such as fire places, storage or cooking pits, and layers of occupation debris have also been found.

While over 3,000 items have been catalogued from the site, the site itself is the most important thing found. The artifacts help to determine when the site was occupied and what activities occurred there, but it is the association of the artifacts and features within the site and the excellent preservation of bone and other organic remains that provide a unique and important picture of past human life in central Indiana.

The artifacts will be processed, studied and kept at the archaeology laboratory at Ball State University. Some of the artifacts will be displayed at the Miami County Museum in Peru and in the new anthropology museum at BSU.

The people who lived at the All Seasons site were Native Americans, but it is not yet possible to link them to historic groups such as the Miami or Potawatomi. Over the time span represented at the site, the culture of the groups living there changed from one focused on hunting and gathering to one heavily dependent upon domesticated plants.

We have two basic goals that we hope to meet through excavation of the site: (1) to establish a detailed chronology of site occupation; (2) to reconstruct aspects of prehistoric lifeways represented at the site. As the site represents only one of the places where the prehistoric inhabitants of central Indiana lived at any one time, it will not provide a complete picture of the lifeways of the groups that lived there. However, the site will provide important pieces of the puzzle and we will continue to fill the blanks through future excavations.



Backhoe trenches at the All Seasons site.

This article is taken from an information sheet "The Drama of Discovery at the All Seasons Site" by Don Cochran, Archaeological Resources Management Service, Ball State University. The site excavation was a joint project of the Miami County Museum and ARMS, Ball State University, and was made possible through a matching grant from the Indiana Committee for the Humanities in cooperation with the National Endowment for the Humanities.

Volunteers working at the All Seasons site.

October Is Energy Month

Continued from page 5

energy will be used to dispose of it? Could it be recycled, and, if so, would recycling it save energy?

- if your school is located near a fairly busy road, count the number of cars passing the school and the number of passengers per car. Discuss community transportation needs and ways to improve efficiency.
- design a model city with mass transit. Discuss ways of eliminating the need for transportation.
- conduct a contest to conserve energy. Each student is issued one ice cube which they are to prevent from melting as long as possible. They may not use any energy to do so, but may design any type of container.
- lift an object using 1, 2 and 3 pulleys. Which lifting required the most energy? Why?

Announcement

The Indiana Department of Education has developed an exciting Johnny Appleseed unit for K-6 classroom teachers. For a FREE copy of this social studies/science program, write or call: Joe Wright, Office of School Assistance, Center for School Improvement & Performance, Indiana Department of Education, 229 State House, Indianapolis, IN 46204-2798; (317) 927-0194.

These issues of The Pennsylvania Packet and Daily Advertiser *are only a few of those available now at the Indiana Historical Society and on regular display in the State House through the bicentennial year. See page 12 for excerpts in "From the Packet," a monthly feature of* Hoosier Heritage.

Natural Resources Word Search

Environment	Renewable	Minerals	Solar
Oil	Reforestation	Wildlife	Geothermal
Water	Pollution	Mining	
Soil	EPA	Recycling	

By Larry Brackney
Science Coordinator,
Northside Middle School, Columbus

I Y W V Q G X U V G L K D Q O
H S E U Y N J O J E U M J L I
U R N P S P O N H Z C T I J Y
T T X O A O E I M Y L O U I G
A N O E I L L F T I S C J X E
R E S X I T W A I U N B O X O
E M T A N L A O R L L I T D T
C N S V T L T T Z S D L N O H
Y O L P R S E N S S Q L O G E
C R Q D G U R T L E P H I P R
L I T I G N R O I L R V F W M
I V O R H K O U U U H O E Z A
N N Z M I N E R A L S Q F P L
G E U H L C F G I G C O C E P
L T E E L B A W E N E R T E R

Answer Key

. . . . . .
. . E . . N . . . . . L .
. . N P S . O . . . . I . .
. T . O A O E I M . . O . . G
. N . . I . L F T I S . . . E
R E . . . T W A I U N . . . O
E M . . . . A . R L L I . . T
C N . . . . T T . . D L N . H
Y O . . . . E . S . . L O G E
C R . . . . R . . E . . I P R
L I . . . . . O I L R . . W M
I V . . . . . O . . A
N N . M I N E R A L S . F . L
G E . . . . . E .
. . . E L B A W E N E R . . R

Conservation Education
Continued from page 2

wildlife and timber management, creative writing and outdoor cooking, to name a few. Beyond the outdoor lab, students have an opportunity to extend their studies through summer field trips to the western United States and Canada.

Weston Elementary, Greenfield—The 1984 Outstanding Outdoor Lab winner has certainly made the most of its resources. The majority of this lab is contained within the walls of the school's small courtyard where students grow corn, wheat, soybeans, pumpkins, cotton and other agricultural crops. Small plots of native prairie plants and wildflowers, woodland plants and wildlife plantings all add to the diversity found here. A pond complete with turtles, fish, a waterfall and several species of aquatic plants allows students to learn how to manage a pond, while creating an aesthetically pleasing atmosphere. Since the lab's initial development, it has spread outside the confines of the courtyard. It now also includes an outside wildlife area and a field of popcorn which, if all goes as planned, will be marketed by students and exported to Japan after harvest.

Westlane Middle School, Indianapolis—Another outdoor lab in a courtyard, this one has a most unique pond. At the top of a hill is a small pool of water which flows down the hill through a man-made channel and into the pond. The water is pumped back up to the top of the hill, thus completing the cycle of this simulated "mountain stream." A bridge

Weston Elementary, Greenfield, was the 1984 Outstanding Outdoor Lab.

over the pond allows students access to collect water samples for study and to observe aquatic life from above. A weather station with indoor instrument readouts affords students the opportunity to monitor the weather throughout the year, and numerous feeding and nesting stations beckon birds to make themselves at home.

These examples only touch upon the many diverse conservation education programs being successfully integrated into school curricula throughout Indiana. The outdoors is a classroom open to all teachers, regardless of grade level or subject area. It is a teaching environment complete with questions to be asked, answers to be explored, teaching aids to be used and inspiration to be found.

SUBSCRIPTION BLANK October 1986 *Please Print or type; shaded areas are for DOE use only.*			☐ NEW ☐ CHANGE (please enclose old label) ☐ DELETE (please enclose old label)
Sequence No.	County No.	Grade/Level	County Name
Title	Name (Last, first)		
Corporation, School, or Business Name			
Street Address or Post Office Box			
City	State	Zip Code	
Subject Areas/ Comments			

Return to:
Evelyn M. Sayers, Editor, Hoosier Heritage, Indiana Department of Education, 229 State House, Indianapolis, IN 46204.

FROM THE PACKET

These excerpts are published courtesy the Indiana Historical Society. Call 317-232-1877 for more information.

PRINTED IN THE PENNSYLVANIA PACKET OCTOBER 7, 1786

Philadelphia, October 7

An Infallible Cure for the Bite of a Mad Dog. TAKE the leaves of Rue picked from the stalks and bruised, six ounces; garlic picked from the stalks and bruised, Venice treacle or mithridate, and scrapings of pewter, of each four ounces, boil all these together over a slow fire in two quarts of ale, till one pint is consumed; keep it in a bottle close stopped, and give of it nine spoonfuls a little warm to the person bit seven mornings successively, and six to a dog to be given nine days after the bite; apply some of the ingredients to the part bitten.

PRINTED IN THE PENNSYLVANIA PACKET OCTOBER 9, 1786

Philadelphia, October 9

We learn from Kentucke, that 1500 men, regularly drafted from the different settlements and townships of that district, have actually marched on a expedition against the Wabash Indians. They are to rendezvous at the Falls of the Ohio, and to be commanded by that distinguished warrior and partisan, General Clarke, of Virginia, whom the Indians dread and stile the BIG KNIFE.

PRINTED IN THE PENNSYLVANIA PACKET OCTOBER 11, 1786

Philadelphia, Oct. 11

A female correspondent observing there has been much said in the late debates of the House concerning taxable women, begs leave to propose a query: Whether those taxable citizens have not a right to vote at the general elections for representatives, or why the free women of this state should be taxed without representation?

PRINTED IN THE PENNSYLVANIA PACKET OCTOBER 28, 1786

Philadelphia, Oct. 28, 1786

By the United States in Congress Assembled.

October 20, 1786

The committee, consisting of Mr. Pettit, Mr. Lee, Mr. Pinckney, Mr. Henry and Mr. Smith, to whom was referred the letter from the War-Office, with the papers enclosed, containing intelligence of the hostile intentions of the Indians in the western country, having reported:

That the uniform tenor of the intelligence from the western country plainly indicates the hostile disposition of a number of hostile Indian nations, particularly the Shawanese, Pateotamies, Chippewas, Tawas, and Twightwees. . . .

That the committee therefore deem it highly necessary that the troops in the service of the United States be immediately augmented, not only for the protection and support of the frontiers of the states bordering on the western territory and the valuable settlements on and near the margin of the Mississippi, but to establish the possession and facilitate the surveying and selling of those intermediate lands, which have been so much relied on for the reduction of the debts of the United States; whereupon

Resolved, That the number of one thousand three hundred and forty non-commissioned officers and privates be raised for the term of three years unless sooner discharged, and that they, together with the troops now in service, be formed into a legionary corps to consist of 2040 non-commissioned officers and privates. . . .

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Indianapolis, IN 46204-9990

John Hammond, President & CEO
Rob Meyne, Executive Director

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204

Number 8, November/December 1986

Hoosier Heritage

PAST • PRESENT • FUTURE

Robert D. Orr, Governor

Foreign Languages: Our Roots and Our Future

Walter H. Bartz
Foreign Language Education Consultant
Indiana Department of Education

In looking at a map of Indiana, one cannot help but observe that the names of many of our cities and towns reflect a rich and diverse non-English-speaking heritage. Hoosiers speak French, German, Spanish, and even Latin every day for they certainly use and say the names (even though the pronunciation may be "Americanized") of Versailles, Vincennes, and Terre Haute; Munster, Bremen, and Frankfort; Valparaiso, Peru, and Santa Fe; and even Mt. Olympus, Cicero and Mt. Etna. In total there are approximately 30 French, 20 German, 20 Spanish, and 15 Latin place names in Indiana. Other languages are also represented, but the majority are from these four languages. Although most Hoosiers no longer speak the languages of their (great) grandfathers or grandmothers who came to settle this State, it is this vestige of our heritage that continues to remind us of our roots. Languages are a powerful medium for they are our link to the past, our communication tool for the present, and our legacy for the future.

Today our schools in Indiana are experiencing a resurgence of enrollment in foreign languages. Hoosiers are becoming more and more aware that their children's future depends on an ability to communicate in languages other than English. The interest level in foreign languages had declined drastically during the 1970s, which resulted in low foreign language enrollments in our schools. But due to national attention to problems caused by our high trade deficits and our need to attract foreign industry and business to our country and our State, there has been a sharp reversal of this trend. The recent national studies of school programs have also drawn our attention to the need for foreign language study and have helped to develop a rationale for a new and dynamic role for foreign language education in our schools. Some excerpts from these studies will illustrate this point.

- The Carnegie Foundation for the Advancement of Teaching stated in its report, *High School: A Report on Secondary Education in America*, that "Today's high school curriculum barely reflects the global view . . . the time has come to stress the centrality of language and link the curriculum to a changing national and global context."
- In *Making the Grade*, the Twentieth Century Fund Task Force on Federal Elementary and Secondary Education Policy adds, "From a national perspective, young men and young women with proficiency in foreign languages are sorely needed now that we are increasingly involved in competitive trade and investment with the rest of the world."
- The National Commission on Excellence in Education defines the benefits of foreign language study in *A Nation at Risk: The Imperative for Educational Reform* by stating that foreign language study "introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's own native tongue and serves the Nation's need in commerce, diplomacy, defense and education."

The foreign language curriculum in our schools today should emphasize the understanding of other cultures and peoples, an awareness and understand-

Continued on page 2

Foreign Languages

Continued from page 1

ing of the students' own (English) language, and the skills necessary to communicate in other languages for the purpose of promoting better relations including commerce and trade with other nations. Frank A. Weil, former Assistant Secretary of Commerce for Industry and Trade, pointed to the importance of the commerce and trade issue when he stated that "our linguistic parochialism has a negative effect on our trade balance. In fact, it is one of the most subtle non tariff barriers to our export expansion . . . . America does not export enough, six to eight percent of our GNP as opposed to 15-20 percent of the GNP's of Germany and Japan . . . . Part of the reason the Japanese and Germans sell so effectively is that they have gone to the trouble of learning about us and adapting the products they export to our tastes and markets. An impressive number of their businessmen have learned our language, and foreign business students usually have international studies as part of the curriculum . . . ." The realization that the students of today who will be living and working in the 21st century will need to acquire skills to communicate in an international context is one of the bases for today's foreign language curriculum in our schools.

Indiana's past is linked with the non-English-speaking cultures of Western Europe, its future will undoubtedly be linked with non-English-speaking cultures of not only Western Europe, but other parts of the world, most notably Japan, China, and other countries of the Pacific Rim. It is our obligation to help today's students acquire the language skills and understanding of these cultures so they can create and support for us a positive international relationship which will be mutually beneficial.

Hoosier Heritage is published during the school year in conjunction with Hoosier Celebration '88 by the Indiana Department of Education and the Indiana Historical Bureau.

Robert D. Orr
Governor

H. Dean Evans
Superintendent of Public Instruction

Pamela J. Bennett
Director, Indiana Historical Bureau

Evelyn M. Sayers
Editor, *Hoosier Heritage*
Indiana Department of Education
229 State House
Indianapolis, IN 46204
317/269-9663

Back issues of *Hoosier Heritage* may be ordered by contacting the editor. The editor welcomes submission of articles from Indiana schools and communities about activities related to Indiana—past, present, future.

Indiana Education
circa 1876

Taken from *The Indiana Schools . . .*, edited by James H. Smart, State Superintendent of Public Instruction (Cincinnati, Ohio, [1876].)

How Schools Were Organized.—As soon as the house was in readiness, the inhabitants were called together by the Trustees, at such school-house, to determine whether they would have any tax raised either by money or produce, to support a school, and what time the school should continue. If any part of the tax was to be in money, the proportion was determined, and a report was made to the Township Trustees, who kept the record of their proceedings, attended to collections, and, if needful, brought suit against delinquents.

The above duties having been performed, the District Trustees selected a teacher, and they, being required by law to employ him on "the most advantageous terms," entered in the contract, or "Article of Agreement," what produce would be paid him and where it should be delivered, and what part of the payment should be made in money; said "Article" also stated whether he would "board round" among the employers or not. A copy of said contract was required to go upon the record of the Township Trustees.

The Trustees were required to examine teachers before they could enter upon duty "touching their qualifications, and particularly as respects their knowledge of the English language, writing, and arithmetic." They were required also to certify whether, in their opinion, the applicants would be useful persons to be employed as teachers in said schools.

In 1837 a very important revision of the school law was made. The new law required that three County Examiners should be chosen to relieve the Township Trustees of the onerous and important duty of examining teachers. This was a new era in our educational system. The State had been wise and sagacious enough that year to appropriate to the school funds the $860,254 apportioned to Indiana in the national distribution of the public revenue. The public schools now became an object of much interest to the State, and teachers entered upon their work with county instead of township honors. I shall not forget my first experience under the new system. The only question asked me at my first examination was, "What is the product of 25 cents by 25 cents?" We had then no Teachers' Institutes, Normal Schools, nor "best methods" by which nice matters were determined and precise definitions given. We were not as exact then as people are now. We had only Pike's Arithmetic, which gave the "sums" and the rules. These were considered enough at that day. How could I tell the product of 25 cents by 25 cents, when such a problem could not be found in the book? The examiner thought it was 6¼ cents, but was not sure. I thought just as he did, but this looked too small to both of us. We discussed its merits for an hour or more, when he decided that he was sure I was qualified to teach school, and a first-class certificate was given me. How others fared, I can not tell. I only know that teachers rarely taught twice at the same place. Occasionally we had a man of merit, who continued several successive terms. Successful teachers were almost sure to become doctors or lawyers, or else to engage in some more lucrative employment.

TO BE CONTINUED

INVESTIGATING Our Hoosier INHERITANCE

Number 8, November/December 1986

Celebrating Indiana's heritage from its frontier beginnings brings our attention to the ethnic origins of Hoosier folk. It was through the interaction of members of diverse ethnic groups that our traditionally Hoosier way of life emerged: multifaceted through multicultural input. We must pursue the ethnic threads in the Hoosier fabric to understand, appreciate, and celebrate our multicultural legacy.

As teachers we need also to provide the young with the knowledge and skills necessary to deal effectively and responsibly with the present challenges of this multicultural reality on the local, state, and global level. Cultural literacy and skills in intercultural communication have become the foremost educational need for living in a multicultural world. In this underdeveloped area of intercultural understanding, our students and we as their mentors can make a real contribution.

As we would with a rich tapestry or a fine painting and to appreciate the total fabric of Hoosier culture, we must identify and focus on the parts. If we can appreciate individual and group contributions, we can better appreciate the whole. Indiana's German heritage is probably the major part of the pattern which makes up the rich multicultural tapestry we call Indiana and the Hoosier way of life; it therefore provides the focus for this study. The methods applied, however, can be carried over to any group.

We have known all along that high school students electing to study German are to a large extent of German ancestry, but we have generally overlooked the fact that ethnic background can be an important natural motivator. Language and social studies teachers especially can tap the wealth of the ethnic experience and attract the interest of members of Hoosier ethnic groups.

Parents, grandparents, and community members are proud of their ethnic heritage and willing to share cultural artifacts and memories; often they are interested in tracing their roots. They can help to reestablish ties with the country of their or their ancestors' origin. They will support educational and cultural exchanges, school partnerships, and sister city relationships; these initiatives in turn generate student interest in language and cultural studies.

Exploring the local and regional past from an ethnic perspective provides for involvement also with historical societies and language clubs, for more school-community interaction, and for increased enrollments in language classes. Not only do ethnic heritage studies lead to a better understanding of community history and heritage, but they also stimulate interest in the country of immigrant origin and point out the many linkages we have to all parts of the world.

A very visible linkage is obvious when we look at a map of Indiana. Many Hoosier place names reveal their German origin. One can "visit" German states, provinces, or cities without ever leaving the confines of the state. The map exercise on page 5 gives a sample. There are many others that could be added; *Indiana Place Names* by Ronald L. Baker and Marvin Carmony (Indiana University Press, 1975) lists most of these and is a good source for such a study.

Some towns reveal spelling changes as names have been Anglicized: Krietsburg from Kreutzburg, Leipsic from Leipzig, or Frankfort from Frankfurt, for example. Other names show a combination of influences common in a multicultural society; German and French influences combine for Schererville and Speicherville, for example.

Some Sources and Resources

- The Indiana German Heritage Society, 401 East Michigan Street, Indianapolis, IN 46204, can help to locate resources throughout the state.
- *The Indiana Magazine of History*, available at many public libraries, has many articles on German heritage and other ethnic influences in Indiana. There are three cumulative indexes covering issues from 1905 to 1979.
- Preliminary historic sites and structures surveys have been completed for many counties in Indiana and can provide information on physical evidence. Contact Historic Landmarks Foundation of Indiana, 3402 Boulevard Place, Indianapolis, IN 46208 for price and availability, or contact your local library.
- Check with your local historical or preservation organizations and public libraries for relevant information.
- *Indy International* by Kathleen Van Nuys is a compilation of weekly stories in the Indianapolis *News* about various ethnic groups in the city; it is based on the author's interviews of contemporary people and provides interesting material. Contact the International Center of Indianapolis at Union Station, 317-262-8900.
- "Teaching About Ethnic Diversity" by Cheryl Bernstein Cohen (*Viewpoints*, The Indiana Council for the Social Studies Newsletter, September 1985-86, pages 19-20) provides important general information and a bibliography. It is ERIC Digest No. 32. Contact ICSS, 2805 East 10th Street, Suite 120, Indiana University, Bloomington 47405.

Material on Indiana's German heritage for "Investigating Our Hoosier Inheritance" has been provided by Dr. Ruth M. Reichmann, president, Indiana German Heritage Society; Dr. Eberhard Reichmann, Professor of Germanic Studies, Indiana University; Dr. Joe Salmons, Professor of German, Purdue University; and Dr. Elfrieda Lang, retired, Lilly Library, Indiana University. All are active in the Indiana German Heritage Society.

Hoosier Heritage Studies

(Note to the Teacher: For the purpose of this plan, we have used German heritage to illustrate the lesson. The plan can be tailored to your community's heritage.)

Objective:

To determine the German components and roots of a community or region encompassing the life and work of immigrants from the German-speaking countries of Europe and their descendants.

Questions for Investigation:

- Who were the people who settled here?
- Where did these immigrants come from?
- Why did they come to Indiana?
- What contributions did they make to the Hoosier way of life?
- Who were the owners, architects, or builders of buildings of German origin?
- Does the written history of the area mention German immigrants or citizens of German origin?
- How did they first maintain their native language?
- Why has the use of German receded drastically?
- What street names commemorate founders, settlers, or achievers of German origin?
- What happened to many German family names in the course of time?

Searching the Records for Answers:

- genealogies and family histories
- letters and diaries
- Catholic memorial cards
- church and courthouse records
- maps and plats
- German names and inscriptions on tombstones
- drawings, paintings, and photographs
- German newspapers from the region and state

Seek out people to help; older German Hoosiers are an especially rich source for oral history accounts of, for example,

- customs and traditions from cradle to grave
- attitudes and experiences
- Americanization

Collect documents and artifacts representative of this German heritage:

- books, celebration programs, other printed matter
- clothing and home furnishings
- household items and recipes
- tools and equipment
- letters, diaries, photographs, etc. still held by individuals

Identify and document the physical evidence:

- homes and barns
- churches and schools
- business buildings
- public buildings and monuments

Present your results and answers:

- Compile written records of collected folklore, legends, tales, and songs
- Provide videotape or slide-tape presentations of some of this oral evidence
- Create dramatic presentations based on the oral and written evidence
- Organize a festival for the school or community focusing on German crafts, foodways, and traditional German holidays/events
- Establish a German community band and present concerts
- Create exhibits based on the collected documents, artifacts, and physical evidence
- Have an ethnic community day at school when family members and others come to share their heritage with students and each other

Lasting Results:

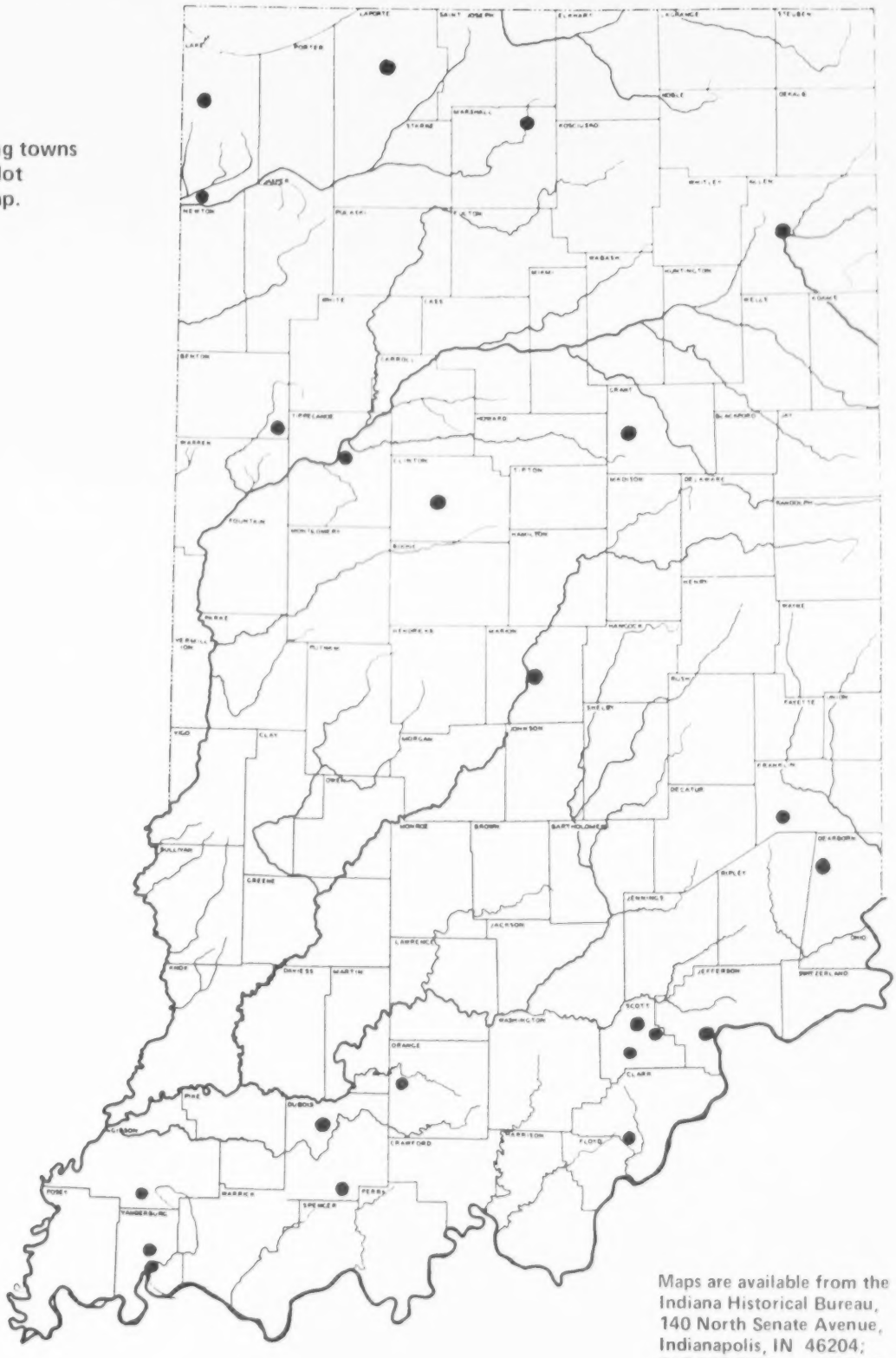
- The search for historical buildings, documents, and artifacts, and their conservation encourages the preservation of a community's total ethnic heritage.
- The sharing of research results and donation of collected items to a local museum or historical organization provides for long term preservation and use of your efforts.

Help for the investigation:

- Knowledgeable teachers, parents, and members of adult German groups or clubs can provide guidance in such studies.
- Historic preservation experts and local planning commissions can often aid in the pursuit of the physical evidence.
- The regional offices of Historic Landmarks Foundation of Indiana and members of the Indiana German Heritage Society can be contacted.
- Your local public library, historical organization, or genealogical group can often provide fine sources or directions for research.

Place the following towns with the correct dot located on the map.

Blocher
Bremen
Darmstadt
Evansville
Ferdinand
Fort Wayne
Frankfort
Hamburg
Hanover
Haubstadt
Herbst
Indianapolis
Jasper
Lafayette
La Porte
New Frankfort
Oldenburg
Otterbein
Schererville
Schneider
Vienna
Weisburg
West Baden



Maps are available from the Indiana Historical Bureau, 140 North Senate Avenue, Indianapolis, IN 46204; 317-232-2535 or -2537. Cost is one cent each plus postage.

Our German Heritage

In 1983 the United States and the Federal Republic of Germany observed the German Immigration Tricentennial, 300 Years of German Immigrants to North America. Cause for the celebration was the anniversary date of the arrival of the first organized immigrant group from Germany. On October 6, 1683, thirteen Mennonite families from Krefeld arrived in Philadelphia harbor on the *Concord*, the German *Mayflower*. This was the vanguard for more than seven million Germans who were to follow to the shores of the New World in search of religious or political freedom and economic opportunity.

The census of 1980 indicates that 51.6 million U. S. citizens—almost one out of four Americans—claim German ancestry. This prominent contingent of German-Americans—only rivaled by the British in numbers—has indeed contributed greatly to the American way of life.

In Indiana the German influence has also been extensive. Germans immigrating early to Indiana outnumbered other foreign immigrants; in the 1860s, for example, 56 percent of the foreign-born in the state were Germans; state law mandated the teaching of German in the public schools if twenty-five or more parents requested it; state laws were published in German; from 1853-1859 the governor's annual message was printed in German.

German was the primary language in such towns as Jasper, Ferdinand, and Oldenburg, which were modeled after villages in Germany. In Evansville, Indianapolis, Fort Wayne, Lafayette, and La Porte there were large German communities which retained their languages and customs.

World War I brought many changes, including banning the teaching of German in the schools in 1919. Into that decade, however, many German-Americans spoke both a dialect and standard High German which they learned in school. Indiana has had over 150 German language newspapers and periodicals.

Hoosiers of German descent and Germans in Indiana have accumulated a remarkable record. Aside from the place names of German origin, one can point out a multitude of influences: George Rapp and the Harmonists; automakers such as Studebaker, Stutz, and Duesenberg; architects such as Bruno Schmitz and Henry Wolters; the sculptor Rudolph Schwarz; novelist Theodore Dreiser and his brother songwriter Paul Dresser; Hermann Lieber and the artists he promoted; Richard Lieber, the grand architect of the state park system; and the contemporary author Kurt Vonnegut.

In the 1985 *Directory of Indiana Corporations* there are over 100 companies either founded or directed by Hoosier Germans. In the 1980 census over one million Hoosiers indicated Germanic origins—approximately one out of every five. Hoosier ties to German heritage obviously remain significant today.

The laws passed at the "called session" of the Indiana General Assembly, November 20, 1858, were published in an authorized German edition in 1859.

Gesetze
des
Staates Indiana,
gefasst
in der Extra-Sitzung
der
General-Versammlung,
Indianapolis.

From St. Nikolaus to Santa Claus

St. Nikolaus is a part of the gift-giving tradition celebrated by the Germans and the Dutch on the eve of December 6 in honor of the fourth century bishop of Myra in Asia Minor who died on December 6, 343. Oldtimers in Indiana still remember Belsnickel, a variation of the legendary figure of St. Nikolaus. German-speaking immigrants helped weave legend and tradition into that of Santa Claus, the jolly good fellow created by Thomas Nast. As the Santa Claus legend and custom developed in America, artists' portrayals of Belsnickel were combined with the features of Santa Claus who then became the dominant symbol for Christmas.

In many regions the festivities originally attributed to the gift-giving St. Nikolaus have been transferred to Christmas. In German-speaking and other countries, however, December 6 is still one of the great children's fests of the year. On St. Nikolaus Eve, the reverend, grey-haired figure with flowing beard, bishop's raiment, gold embroidered cope, mitre, and pastoral staff, knocks on doors and inquires about the behavior of the children. The custom of examining the children—they deliver a verse, sing, or otherwise show their skills—is still widespread.

Belsnickel, derived from the German words *Pelz Nickel*, is translated "Nicholas in fur." Belsnickel made his appearance on Christmas eve, dressed in a long coat belted at the waist and a fur cap, both of which were decorated with bells. The bells would warn of Belsnickel's approach before he came into view.

When Belsnickel appeared at the door, he represented a nostalgic reminder for the adults, but children viewed him with mixed feelings. He carried a whip or a bunch of switches which were a threat to those who had been bad, he carried cookies or candy in a burlap bag or ample pockets. Only good children could receive treats. If a child had been naughty, he could also receive a lump of coal or a stick as a reminder to behave in the future. The personality of Belsnickel could vary from mischievous to nasty, but most were kind and loving toward the children.

Let's Celebrate

Sharing Holiday Traditions

The following exercises are excerpts from Folklore in the Classroom (1985, Indiana Historical Bureau, Indianapolis 46204). Funded by the Indiana Committee for the Humanities the manual is an interdisciplinary handbook for folklore education. Each of the chapters is accompanied by a variety of classroom exercises and a bibliography of related publications.

Objectives:

- To increase awareness of folklore within the family
- To stimulate an awareness of differences and similarities between families of varying cultures and traditions
- To encourage tolerance of other ways of doing things

Instructions:

- Participation by all students in a class discussion of family holiday traditions should be encouraged. The teacher should record contributions on the blackboard.
- The suggested discussion topics should encourage Christian and non-Christian students to examine family folk tradition and realize there is often no "right" version.

Santa Claus as we picture him today dates from this cartoon by caricaturist Thomas Nast. Nast, often called the father of the modern political cartoon, was born in the Palatinate and emigrated to the United States in 1846.

Discussion Guide:

- Initiate the discussion with a query as to the types and dates for family gatherings at the year's end. Be aware of vocabulary that might be unfamiliar to the class as a whole. Ramadan, Chanukah, and Epiphany might be unknown to some class members.

- After explaining that family tradition is a special practice that a family reenacts each year, focus the discussion on the family Christmas tree. Ask the students to remember their family ways of selecting and decorating the tree or if they have a tree at all.
  - What type of tree is selected—live or artificial? If the tree is natural, what kind? If it is artificial, of what is it made?
  - When does the family select the tree?
  - Is the tree cut down by the family or purchased from a Christmas tree lot?
  - Where is the tree placed in the home?
  - Who decorates the tree?
  - When is the tree removed?

- Elements of family tradition become very obvious with the tree decoration. Have the class consider what the family uses to decorate the tree.
  - What kind of lights and what colors are used?
  - Are decorations kept from year to year?
  - Does the family make its own ornaments? What kinds? What materials are used?
  - Does the family hang fruit, tinsel, popcorn, cranberries, garlands, or paper chains on the tree?
  - What does the family place at the top of the tree?

- After the class reviews the variations between family Christmas tree traditions an expansion of the discussion can include other aspects of family holiday celebrations.
  - What foods are eaten?
  - Are gifts exchanged and are they purchased or handmade? When are they opened?
  - Does the family gather on a particular day?
  - What religious traditions are observed?
  - Is the tradition of Santa Claus observed?

- Exchanging contrasting celebration traditions should bring an awareness of cultural diversity for the students. Some diversity is due to regional racial and ethnic heritage while the rest is a result of family history and personality.

THE ETHNICITY OF HOOSIERS

The following excerpts from The Indiana Way *by James H. Madison (Indiana University Press and Indiana Historical Society, 1986) are intended to provide only a summary and context for deeper exploration at the local level. Appendices in Madison's book provide useful census information on the state. The Lau Project information that follows provides some opportunities for such exploration.*

All who lived within the state's borders were Hoosiers: 988,416 of them in 1850, increasing to 2,930,390 by 1920. From some perspectives they were remarkably similar. More so than perhaps any other state, Indiana's population was native born, white, and Protestant and lived in small towns and on farms. In particular, by 1920 nearly all Indianans were native born (95 percent) and white (97 percent). Nearly 75 percent of the church members were Protestants, with but a few thousand Jews, though a sizable minority of Catholics. And 71 percent of all Hoosiers lived in rural areas or towns of fewer than 25,000 residents (Madison, 168).

. . . . . .

The cultural consequences of place of birth had large impact for Indiana's history. The high proportion of southern-born Hoosiers in the early nineteenth century left an enduring legacy. And the fact of a high and increasing percentage of Indiana-born Hoosiers in the late nineteenth century (70 percent by 1880) spurred the tendency for conservation of traditions rather than radical change. But Indiana also became the home of people born outside the United States. Their numbers were much smaller than in all other states of the Old Northwest and in most other industrial states, but they were significant nonetheless.

Indiana's foreign-born population grew from 54,426 in 1850 to 141,474 by 1870. It remained near that figure until 1920, peaking at 159,663 in 1910. Throughout this period the foreign born were never more than 10 percent of the total population. But like the late nineteenth century black population, the foreign born were attracted to cities. By 1890 half lived in urban places; by 1920 over three fourths. Evansville, Indianapolis, Fort Wayne, South Bend, and the Calumet cities of Gary, Whiting, Hammond, and East Chicago all had large foreign-born populations. Industrial cities in northern Indiana were especially popular immigrant destinations.

In 1850 more than half the foreign-born population was German. German-American institutions had a large impact on Fort Wayne, Indianapolis, and Evansville and also on some rural areas such as Dubois County, where the German language was more often heard than English. . . . Irish immigrants were second in number to Germans at mid-century but accounted for only 23 percent of Indiana's foreign-born population in 1850 and less thereafter. Many Irish-Americans settled along routes of the Wabash and Erie Canal and the railroads where construction jobs had first brought them to Indiana.

The sources of immigration to Indiana, as to the rest of America, changed greatly near the end of the century, more and more immigrants came from southern and eastern Europe and fewer from northern and western Europe. This "new" immigration reached a peak in the decade before World War I and had major impact on South Bend and the Calumet cities where Slavic and East European languages and customs were most visible. Indianapolis, Fort Wayne, Evansville, and the gas belt cities received very little of this new immigration (Madison, 173-75).

. . . . . .

Indiana's population changed considerably in the years after 1920, with significant consequences for nearly all aspects of life. Most obvious was the growth in size, from 2,930,390 people in 1920 to 5,490,260 in 1980 (Madison, 234).

. . . . . .

An important part of the history of many cities, and some rural areas too, was the role of immigration. Indiana never attracted as many European immigrants as most northern industrial states. With the xenophobic constriction of immigration to America underway by the 1920s the state's ethnic divisions gradually diminished. The foreign-born population in 1920 was just over 5 percent of the state total; by 1950 it had dropped to less than 3 percent. Some cities and counties continued to display a distinctive European heritage into the late twentieth century, however. Over 10 percent of Lake County's population was still foreign born as late as 1950, with Mexican-Americans and southern and eastern Europeans largest in numbers (Madison, 237).

Some Suggestions for Further Study

- What ethnic heritages are represented in your school or class? Place the locations on a map and study and report about those areas.
- Invite relatives of students or other community members of different ethnic backgrounds to the class to talk about their experiences.
- Using census information chart percentages of foreign-born population versus time over the past one hundred years in Indiana.

INDIANA CLASSROOMS: Windows of the World

The Indiana Lau Project is funded by Title IV of the Civil Rights Act of 1964 for the purposes of extending equal educational opportunities for school districts enrolling non-English language background and limited-English proficient students. The title "Lau Project" was derived from the 1974 Lau vs. Nichols (414 U.S. 563) Supreme Court case which led to a federal mandate stipulating that school districts make provisions for limited-English proficient students so that they are not excluded from the educational process because of a lack of English language proficiency. Services to all public schools are available upon request related to the authorized activities which include the provisions of training and technical assistance in the development of district capacity to meet the unique educational needs of the non-English language student. Contact the Indiana Department of Education, Center for Special Populations, Minority Language and Migrant Programs, 229 State House, Indianapolis 46204; 317-927-0140.

Close your eyes and imagine for a moment the following scenario: you are the teacher of twenty-seven students who represent nineteen different language backgrounds and who have varying degrees of English language skills and abilities. This scenario is commonly found in classrooms throughout New York, California, and Florida, but it is also found with increasing frequency in Indiana as well.

Data collection efforts over the past two years by the Lau Project have provided a wealth of information about the characteristics of Indiana classrooms, particularly in relation to students with a first language other than English and who have limited-English skills and abilities. During the 1985-86 school year, for instance, 10,056 students representing 84 language backgrounds other than English were enrolled in 156 school districts in 70 counties throughout Indiana. There was a 38 percent increase in the number of non-English language background students reported in 1985-86 over those reported in 1984-85. Data for the 1986-87 school year are still being collected.

County statistics were compiled by adding the data reported from districts in each county where non-English language background students were reported. Of the seventy counties where non-English language background students were reported, the largest populations were identified in Lake, St. Joseph, Marion, Lagrange, and Elkhart counties. Twenty or more language groups were reported in ten counties and ten or more language groups were reported in eighteen additional counties.

Three school districts tied for the highest total number of languages other than English reported: MSD Pike Township (Marion Co.), Monroe County CSC, and South Bend CSC (St. Joseph Co.) each with thirty-six different languages. Indianapolis Public Schools reported thirty-two languages, and Vigo County CSC reported thirty-one. Fifteen school districts reported at least twenty-four different language groups represented in their districts. Thirty-eight school districts reported fifty or more limited-English proficient students. Twenty-two of those districts reported one hundred or more limited-English proficient students. The majority of the non-English language background students (3,600) are reported enrolled in grades K-3; grades 4-6 rank second (2,500), and grades 9-12 rank third (2,400) in enrollment of these students.

The languages most often reported were Spanish, Vietnamese, Korean, German, and Chinese. Other languages reported include Cha Cha, Bokmal, Tamil, Hindi, Arabic, Efang, Ibo, Akan, Tosk, Telugu, Dari, Russian, Tigrinya, Tamashek, Punjabi, Urdu, Greek, Cambodian, Laotian, Gujarati, Yoruba, and Oriya. Can you identify the region of the world or country where these languages are spoken?

These non-English language background students represent windows of the world in Indiana classrooms. Just as a viewer takes advantage of panoramas on one side of the window, so too can American and foreign-born students and teachers benefit from the other side of the linguistic/cultural window.

Some Suggestions for Further Study

- Have students determine if your school or school corporation has non-English-speaking or bilingual students. What languages are represented? Study the countries of these students, explore why the students came to your school, have the students bring artifacts from their countries, etc.
- Have students determine what countries or/and world regions are represented by the languages in the Lau Project article. Study those areas, perhaps having a student or group work on each one.
- Establish a schedule of "Windows of the World" weeks or months with several teachers/disciplines working together. Students or groups are then responsible for bulletin boards, a program, etc. on facets of the chosen country—geography, customs, economy, people, art, etc.

What Is Your Family Heritage?

October 28, 1986, marked the 100th anniversary of the unveiling of the Statue of Liberty. Since she took her place in New York harbor a century ago, she has symbolized liberty and freedom to immigrants seeking a better life in the United States.

Perhaps your parents or grandparents were immigrants. Find the information needed to fill in the chart by looking into records or talking to family members, relatives, or friends. Fill in the chart as completely as you can to create a recorded history of your own past, using names, dates, and places as possible.

You may put in more generations back by adding lines at the top of the chart; you may add brothers and sisters by adding lines at the bottom.

Contributed by Marilyn Brackney, art teacher, Bartholomew Consolidated School Corporation, Columbus, Indiana.

The Family Tree of

_____

Grandfather born | Grandmother born | Grandfather born | Grandmother born

_____ _____ _____ _____

Name

_____ _____ _____ _____

Place/Date

Your Father born | Your Mother born

_____ _____

Name

_____ _____

Place/Date

_____

Your Parents Marriage, year/place

_____

Your Birth, year/place

For Your Information

• The Indiana Commission on the Bicentennial of the United States Constitution has been appointed and is preparing its plans for celebration. Justice Randall T. Shepard, 10th District, is the chairman; C. Ray Ewick, director, Indiana State Library, is the secretary. A governor's fellow will function throughout as staff coordinator, located in Room 410, 140 North Senate Avenue, Indianapolis 46204 (317-232-2581).

Other district members are Patricia Harris, Gary, 1st; William Baker, New Castle, 2nd; H. C. Overgaard, South Bend, 3rd; Richard Inskeep, Fort Wayne, 4th; Paul Raver, Kokomo, 5th; Harriet Stout, Indianapolis, 6th; Wesley Lyda, Terre Haute, 7th; Rita Eykamp, Evansville, 8th; and John Bottorff, Seymour, 9th.

Ex-officio members are Lieutenant Governor John Mutz, Secretary of State Evan Bayh, Lee Scott Theisen, Indiana State Museum; Pamela J. Bennett, Indiana Historical Bureau; Peter Harstad, Indiana Historical Society; James Ridenour, Department of Natural Resources.

Representing state universities are Herbert E. Smith, Indiana University; Steven Beering, Purdue University; Darrel Bigham, University of Southern Indiana; Sally Jo Vasicko, Ball State University; William Maxam, Indiana State University; Richard Mull, Vincennes University.

Legislative members are Representatives Brian Bosma, John Thomas, and David Cheatham and Senators John Bushemi, Joseph Corcoran, and Thomas Wyss.

Honorary members include Kenneth L. Gladish and George Geib, Indiana Committee for the Humanities; Mary Fortney, Indiana Department of Education; John Patrick, Indiana University; Robert Meyne, Hoosier Celebration '88; Elaine Ervin, Indiana Department of Commerce, and Edwin J. Simcox, Indianapolis.

• Teachers wanting to take part in the 1986-87 History Day program should begin work with students now on the 1987 theme "Liberty: Rights and Responsibilities in History." New contest guides have been issued, and there are supplemental materials on the theme for a small charge. The program is a fine way to enhance historical study and research skills using various formats—paper writing, exhibits, live performance, or media—by individuals or groups of students, grades 4-12. Call or write NOW: Lisa A. James, Indiana History Day, 140 North Senate Avenue, Indianapolis 46204; 317-232-2537.

• The Indiana State Bar Association is sponsoring the 1987 National Bicentennial Competition on the Constitution and Bill of Rights within Indiana. Special study units will be available to prepare high school students for the competition. Contact ISBA, 230 East Ohio Street, Indianapolis 46204.

• April 9-11, 1987, will be the workshops and meeting of the Indiana Council for the Social Studies. Contact ICSS, 2805 East 10th Street, Bloomington, IN 47405.

• June 4-6, 1987, at Century Center, South Bend, there will be a major historical-genealogical conference in commemoration of the Northwest Ordinance sponsored by the Indiana Historical Society with the cooperation of genealogical groups in Illinois, Michigan, Ohio, Wisconsin, and Minnesota. Contact the Indiana Historical Society, 315 West Ohio Street, Indianapolis 46202.

• July 10-11, 1987, Franklin College of Indiana in association with the Indiana Committee for the Humanities and the Indiana Historical Society is sponsoring a major conference, "Pathways to the Old Northwest," in observance of the bicentennial of the Northwest Ordinance and the creation of the Northwest Territory. Sessions will include: the struggle for the Old Northwest, the Northwest Ordinance as the blueprint for a territory, the people of the Old Northwest, and the midwestern style in art and architecture. Contact Lloyd A. Hunter, Department of History, Franklin College of Indiana, Franklin, IN 46131.

• The University of Virginia, Monticello, and Stratford Hall Plantation are cosponsoring a summer seminar on "Leadership in Revolutionary America," June 21-July 10, 1987. Six graduate credits. For social studies teachers from elementary through secondary. Principal "classrooms" will be Jefferson's Monticello and the Lee's Stratford Hall Plantation, but many historic sites will be visited. Free room, board, and textbooks; luxurious housing and generous travel grants. Applications due March 16. Contact C. Vaughan Stanley, Librarian Historian, Stratford Hall Plantation, Stratford, VA 22558.

SUBSCRIPTION BLANK — November 1986 *Please Print or type; shaded areas are for DOE use only.*			☐ NEW ☐ CHANGE (please enclose old label) ☐ DELETE (please enclose old label)
County No. (1-2)	Sequence No. (3-7)	Grade/Level (8-9)	County Name
Title (11-32)		Name (Last, First) (41-70)	
Corporation/School/Business Name (71-100)			
Street Address or Post Office Box (41-70)			
City (71-90)		State (91-93)	Zip (94-98) / Add'l Zip (99-102)
Subject Areas/ Comments			

Return to:
Evelyn M. Sayers, Editor, Hoosier Heritage, Indiana Department of Education, 229 State House, Indianapolis, IN 46204.

FROM THE PACKET

These excerpts are published courtesy the Indiana Historical Society. Call 317-232-1877 for more information.

PRINTED IN THE PENNSYLVANIA PACKET
NOVEMBER 16, 1786

Extract of a letter from Kentucky, dated Oct. 8, 1786 General Clarke, with the troops, arrived safe at Post St. Vincent, was reinforced with 50 Americans and 150 French inhabitants of that place; he took about 60 of the Piankeshaw tribe prisoners, who were at that post; hath detached Col. Legreau with 250 men to cut off the Indians in a village adjacent; left a garrison in the town, and hath marched 600 men towards the Wia town on the Wabash.

PRINTED IN THE PENNSYLVANIA PACKET
NOVEMBER 23, 1786

Philadelphia, Nov. 23

Extract of a letter from a gentleman in Danville (Kentucky) to his correspondent in Richmond, dated October 27, 1786.

Hoosier Celebration '88

For more info. . .

. . .Call our toll-free number

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or write to:

Hoosier Celebration '88
Room 206, State House
Indianapolis, IN 46204-9990

John Hammond, President & CEO
Rob Meyne, Executive Director

The troops under the command of general Clarke returned the 15th instant, and I am informed the greatest disorder prevailed among them from the time they marched from Clarkesville; some of the officers were arrested and broke by a court martial on their march to Post St. Vincents, which occasioned an uneasiness among the soldiers, but was made easy in some measure by the General's re-initiating them again to their former commands; thus they arrived at Post St. Vincents, where they made prisoners 42 Indians, who were with the French and Americans at that place in a friendly manner; they were kept in confinement but a short time before the General set them at liberty, and enlisted 300 men from the Post with him, and appointed officers to command them, to keep garrison at Post St. Vincents for one year; this business detained them ten days. In this time the soldiers began to be very uneasy and wished to return home, however the General prevailed with them to march from that place towards the principal towns on the Wabash river, with assuring them the business which they came on could be effected in a few days. On the third day's march towards the towns, about 200 of the men were very clamorous, and in the afternoon refused to march any further: on the first information the General received of it, he ordered a halt, and in the most pressing manner begged them only to march with him three days more; in which time, he had reason to believe the Indians would either be received in a hostile manner, or they would make application for peace; no argument the General could make use of had any effect with them. The General thought it most adviseable to collect his officers in counsel, when it was agreed upon to return, and they accordingly set off. The General himself staid at Post St. Vincents, with a view of holding a treaty with the Indians, provided they were inclined for it.

PRINTED IN THE PENNSYLVANIA PACKET
NOVEMBER 27, 1786

Baltimore, Nov. 21

A correspondent desires us to inform the public, that the association of tradesmen and manufacturers in Baltimore town, from a true patriotic spirit, have determined to clothe themselves with home manufactures. To promote a valuable, but much neglected manufacture, they have ordered a considerable number of Buckskin breeches to be made for the use of the association, who hope to find American woolen and linen sufficient to clothe their families.

Indiana Department of Education
Room 229, State House
Indianapolis, IN 46204

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